

# LANGUAGES

Framework for Aboriginal Languages and  
Torres Strait Islander Languages  
Language Revival pathway (LR)  
Years F-10  
Comparative information

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**Foundation**

**Achievement standard**

Version 9.0	Version 8.4
<p>By the end of the Foundation year, students use play and imagination to interact and create [Language] texts, with support. They identify that [Language] and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>	<p>New</p>

**Content descriptions**

Version 9.0 Foundation		
Version 9.0	Action taken	Version 8.4
<p>with support, recognise and communicate meaning in [Language] AC9LRFF01</p>	<p>New</p>	
<p>explore, with support, language features of [Language] noticing similarities and differences between [Language] and English AC9LRFF02</p>	<p>New</p>	
<p>explore connections between language and culture AC9LRFF03</p>	<p>New</p>	

Years 1–2

Achievement standard

Version 9.0	Version 8.4
<p>By the end of Year 2, students use [Language] to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They understand that [Language] belongs to Country/Place and People, and is connected with culture, and notice how this is reflected in their own language(s), culture(s) and identity.</p>	<p>The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander Languages.</p> <p>The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language, and by the amount of vocabulary and variety of language structures available for teaching and learning.</p> <p>By the end of Year 2, students interact with the teaching team, Elders and community members to talk about themselves and family, using familiar modelled language and gestures. They use appropriate protocols when interacting with Elders and community speakers, such as appropriate forms of address, terms of respect and behaviour. They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs. They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions. They identify key information about Country/Place, under the guidance of Elders and community members. They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories. They identify places in the local area which have names in the language. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment. They identify markers of their own identity, such as family, school/class membership and language/s</p>

	<p>spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. Students identify similarities and differences in the ways people communicate and behave in different languages and cultures</p> <p>Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling, or through song, dance and visual design. Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. They identify which stories belong to which natural features, including animals and plants. They know that different words are used to address and communicate with different people, depending on relationship and situation. They identify words in the language that have been borrowed from other languages. They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. They identify how language use reflects where and how they live and what is important to them. Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs.</p>
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**Content descriptions**

**Version 9.0 Strand: Communicating meaning in [Language]**

**Version 9.0**

**Action taken**

**Version 8.4**

**Version 9.0 Sub-strand: Interacting in [Language]**

<p>recognise and respond to modelled greetings, instructions and routines; and personal introductions AC9LRF2C01</p>	<p>Combined Refined</p>	<p>Interact with each other, the teaching team and visiting Elders/community members, using language and gestures to greet and talk about self and family [Key concepts: self, family and relationships; Key processes: interacting, sharing] ACLFWC130 Interact in classroom routines and respond to teacher instructions [Key concepts: routine, instruction; Key processes: participating, responding, following instructions] ACLFWC132 Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity [Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying] ACLFWC139</p>
	<p>Removed</p>	<p>Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages [Key concepts: communication, narrative; Key processes: recognising, identifying] ACLFWU143</p>
<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LRF2C02</p>	<p>Refined</p>	<p>Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions] ACLFWC131</p>

Version 9.0 Sub-strand: Mediating meaning in and between languages		
<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>AC9LRF2C03</p>	<p>Combined Refined</p>	<p>Discover key information about Country/Place by exploring Country/Place and listening to stories from Elders and community members</p> <p>[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: listening, observing, identifying, sorting, matching, labelling] ACLFWC133</p> <p>Give factual information using simple statements, gestures and captions</p> <p>[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting] ACLFWC134</p> <p>Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement</p> <p>[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, dances, stories, paintings and visual design, video clips (IndigiTUBE)] ACLFWC135</p>
<p>notice that language carries cultural meaning in greetings, introductions, instructions and routines</p> <p>AC9LRF2C04</p>	<p>New</p>	
	<p>Removed</p>	<p>Translate frequently used words and phrases, using visual cues and resources such as word lists</p> <p>[Key concepts: similarity, difference, meaning; Key processes: translating, noticing, identifying, explaining] ACLFWC137</p>
Version 9.0 Sub-strand: Creating text in [Language]		
<p>use words, familiar phrases and modelled language to create spoken, written and multimodal texts</p> <p>AC9LRF2C05</p>	<p>Combined Refined</p>	<p>Create and present shared stories, songs and performances, using familiar words and patterns and support materials</p> <p>[Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text</p>

		<p>types: songs, dances, stories, paintings and visual design, performances] ACLFWC136</p> <p>Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts</p> <p>[Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching] ACLFWC138</p>
<b>Version 9.0 Strand: Understanding language and culture</b>		
<b>Version 9.0</b>	<b>Action taken</b>	<b>Version 8.4</b>
<b>Version 9.0 Sub-strand: Understanding systems of language</b>		
<p>recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning</p> <p>AC9LRF2U01</p>	Refined	<p>Learn the different sounds of the language and link these to written symbols and conventions</p> <p>[Key concepts; pronunciation, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud] ACLFWU141</p>
<p>recognise that [Language] has language conventions and grammatical structures and has an oral tradition that can be represented in written form</p> <p>AC9LRF2U02</p>	Refined	<p>Recognise the function of different word types and understand basic elements of language structures</p> <p>[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing] ACLFWU142</p>
	Removed	<p>Recognise that different words and language forms are used to address and communicate with people according to relationship and context</p> <p>[Key concepts: kinship, context; Key processes: noticing, recognising] ACLFWU145</p>
	Removed	<p>Notice that languages borrow words from each other</p> <p>[Key concepts: relatedness, borrowing; Key processes: identifying, recognising, comparing] ACLFWU146</p>
	Removed	<p>Recognise that the language is part of the broader regional and national language diversity</p>

		[Key concepts: linguistic diversity, relationship; Key processes: identifying, recognising] ACLFWU147
notice that [Language] has features that may be similar to or different from English AC9LRF2U03	New	
<b>Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity</b>		
recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9LRF2U04	Combined Refined	<p>Identify elements of the kinship system and its links to place and natural species</p> <p>[Key concepts: kinship and totemic relationships, place, ceremonial expression; Key processes: identifying, recognising] ACLFWC144</p> <p>Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour</p> <p>[Key concepts: ownership, custodianship, belonging, respect; Key processes: demonstrating, applying] ACLFWC148</p> <p>Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them</p> <p>[Key concepts: Country/Place, language, culture, symbol; Key processes: noticing, recognising, questioning, making connections] ACLFWC149</p> <p>Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities</p> <p>[Key concept: language ownership, language revival; Key processes: identifying, engaging] ACLFWC150</p>

	Removed	Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use  [Key concepts: language ownership, language revival; Key processes: noticing, building resources] ACLFWC151
notice that people use language in ways that reflect cultural identity  AC9LRF2U05	New	
	Removed	Notice how using different languages involves some different ways of communicating and behaving  [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] ACLFWC140

**Years 3–4 and Years 5-6\***

**Achievement standard**

Version 9.0 Years 3-4*	Years 5-6*	Version 8.4 Years 3-6*
<p>By the end of Year 4, students use [Language] language to initiate structured interactions to share information related to the Country/Place, classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken [Language]. They demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in [Language] and make comparisons between [Language] and English. They understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of pronunciation and intonation in spoken [Language]. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived and</p>	<p>The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.</p> <p>The Achievement Standards in the Language Revival Learner Pathway will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.</p> <p>By the end of Year 6, students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. They interact appropriately with Elders and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate. They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. They label, order and classify natural objects, animals and plants, by making simple statements about key features. They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. They demonstrate understanding of stories, songs, visual</p>

	<p>how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place.</p> <p>Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds.</p> <p>Students know that the language has its own pronunciation, spelling and grammar. They apply this knowledge to predict the sound, spelling and meaning of new words. They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages where it is appropriate. They provide examples of how languages change over time. They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. They demonstrate their understanding of the link between language, culture,</p>
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		<p>Country and Place by working with the community language groups to develop a short 'Welcome to Country/Place' and/or 'Acknowledgement of Country/Place' to present at formal school functions or community events. Students describe language building efforts in their community. They explain protocols for language building, such as consulting and involving language owners. They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and Journey. They know that language in its various forms carries Indigenous knowledge in the context of Country/Place.</p>
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**Content descriptions**

**Version 9.0 Strand: Communicating meaning in [Language]**

**Version 9.0**

**Action taken**

**Version 8.4 Years 3-6**

**Version 9.0 Sub-strand: Interacting in [Language]**

<p>initiate exchanges and respond to modelled questions about self, others, and learning environment, using formulaic expressions AC9LRF4C01</p>	<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment AC9LRF6C01</p>	<p>Combined Refined</p>	<p>Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities  [Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting] ACLFWC152  Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help</p>
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			<p>[Key concepts: routine, interaction; Key processes: responding, contributing, enquiring] ACLFWC154</p> <p>Understand that speakers vary language forms according to kin relationship and context of situation</p> <p>[Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating; noticing, recognising] ACLFWU167</p>
<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p> <p>AC9LRF4C02</p>	<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p> <p>AC9LRF6C02</p>	Refined	<p>Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances</p> <p>[Key concepts: collaboration, planning, performance; Key processes: compiling, planning, rehearsing, making] ACLFWC153</p>
<b>Version 9.0 Sub-strand: Mediating meaning in and between languages</b>			
<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>AC9LRF4C03</p>	<p>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>AC9LRF6C03</p>	<p>Combined</p> <p>Refined</p>	<p>Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources</p> <p>[Key concepts: community life, leisure, environment, Indigenous knowledge, health, well-being; Key processes: identifying researching, compiling, presenting, tabulating, categorising, giving directions] ACLFWC155</p> <p>Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams</p> <p>[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling] ACLFWC156</p> <p>Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours</p> <p>[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types:</p>

			songs, dances, stories, paintings and visual design, video clips] ACLFWC157
develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning AC9LRF4C04	apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts AC9LRF6C04	Refined	Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references  [Key concepts: equivalence, meaning, translation; Key processes: translating, predicting, selecting, comparing] ACLFWC159
<b>Version 9.0 Sub-strand: Creating text in [Language]</b>			
create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions AC9LRF4C05	create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LRF6C05	Combined Refined	Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language  [Key concepts: imagination, entertainment, audience; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dramatic performances, digital texts, video clips, skits, paintings and visual design] ACLFWC158  Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories  [Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning] ACLFWC160

Version 9.0 Strand: Understanding language and culture			
Version 9.0		Action taken	Version 8.4 Years 3-6
<b>Version 9.0 Sub-strand: Understanding systems of language</b>			
recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases AC9LRF4U01	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LRF6U01	Refined	Distinguish and produce the speech sounds of the language, understanding how these are represented in writing  [Key concepts: punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading] ACL:FWU163
recognise [Language] language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LRF4U02	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts AC9LRF6U02	Refined	Expand vocabulary in the language through word-formation processes and recognise and use simple language structures  [Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning] ACL:FWU164  Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features  [Key concepts: text, features, purpose; Key processes: recognising, identifying, distinguishing, applying, linking] ACL:FWU165
		Removed	Recognise that languages change over time  [Key concepts: regional languages, language shift, language loss, borrowing, relatedness; Key processes: identifying, recognising, comparing] ACL:FWU168
		Removed	Explore the language situation of language communities and the diversity of language contexts in Australia  [Key concepts: change, sign, context; Key processes: recognising, discussing, investigating] ACLFWU169

<p>recognise familiar [Language] language features and compare with those of English, in known contexts</p> <p>AC9LRF4U03</p>	<p>compare some [Language] language structures and features with those of English, using some familiar metalanguage</p> <p>AC9LRF6U03</p>	<p>New</p>	
<p><b>Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity</b></p>			
<p>recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation</p> <p>AC9LRF4U04</p>	<p>understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened</p> <p>AC9LRF6U04</p>	<p>Combined Refined</p>	<p>Recognise how kin relationships link people, Place and story [Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing] ACLFWC166</p> <p>Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined [Key concepts: ownership, custodianship, cultural safety; Key processes: recognising, observing, discussing] ACLFWC170</p> <p>Identify available resources and protocols to be followed when building language [Key concept: language revival, language building, language resources, keeping places, protocols; Key processes: identifying, locating, discussing] ACLFWC172</p> <p>Understand how the language has been recorded in the past, and how this affects language building processes [Key concepts: language revival, language resources, linguistic techniques, documentation, keeping places, protocols; Key processes: identifying, discussing, language building] ACLFWC173</p>
<p>identify connections between [Language] language, culture, Country/Place and identity</p> <p>AC9LRF4U05</p>	<p>recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication</p>	<p>Refined</p>	<p>Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages [Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes:</p>

	AC9LRF6U05		observing, making connections, discussing, investigating] ACLFWC171
		Removed	Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures  [Key concepts: identity (individual and group), kinship, community, membership; Key processes: creating, representing, discussing, comparing] ACLFWC161
		Removed	Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures  [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] ACLFWC162

Years 7–8 and Years 9–10\* (F–10)

Achievement standard

Version 9.0 Years 7-8*	Years 9-10*	Version 8.4 Years 7-10*
<p>By the end of Year 8, students initiate and maintain interactions in [Language] in familiar and some unfamiliar contexts related to a range of interests and experiences. They use [Language] to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken [Language] to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of [Language] text, using metalanguage. They reflect on how [Language] Custodians pass down knowledge and cultural norms, and how these are interconnected with identity. They compare these</p>	<p>By the end of Year 10, students contribute to and extend interactions in [Language] in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to create and respond to spoken and written texts. They use language devices to sequence events and to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are protocols that relate to learning and using</p>	<p>The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. They will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages. They will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.</p> <p>By the end of Year 10, students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations. They use spontaneous language wherever possible to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms and skills, and respect protocols when engaging with and learning from visiting Elders and community members. When interacting in the classroom, they make suggestions, seek clarification, praise or compliment each another. Students use language where possible to locate, analyse and summarise factual information from a range of sources such as historical documents, Elders and community members. They demonstrate their understanding of Country/Place, for example, by explaining the origin, meaning and significance of local place names and features, or by presenting texts and stories about the Country/Place and associated social and cultural events, using language as much as possible and different modes of presentation. Students view, listen to, and share personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and demonstrate understanding by identifying and explaining main ideas, key themes and sequences of events. They explain how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They use expressive language, gestures, and supporting materials to create a range of spoken, written and multimodal texts, for example, art work to convey messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students apply culturally appropriate and ethical behaviour and lexical and grammatical resources to interpret and translate texts to and from the</p>

<p>interrelationships with their own language(s), culture(s) and identity.</p>	<p>[Language]. They reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language] to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>language; and they explain culture-specific concepts, practices and expressions that do not easily translate. They co-create bilingual texts to inform the wider community about aspects of the language and culture. They reflect on how their own biography shapes their sense of identity and ways of communicating, and discuss the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples. They explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community.</p> <p>Students explain and use the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They use metalanguage to explain sound and writing systems and grammatical structures in the language. They analyse the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students explain the importance of the kinship system in regulating relationships and behaviour in Aboriginal and Torres Strait Islander communities. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They explain how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' ways of thinking, behaving and shaping worldviews influence how language is used. They investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language, for example, lexical and grammatical resources. Students explain protocols for filling language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They explain various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and identify associated challenges. Students reflect on their role as contemporary documenters of language, and recognise the importance of intergenerational collaboration in reviving and maintaining languages.</p>
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**Content descriptions**

**Version 9.0 Strand: Communicating meaning in [Language]**

**Version 9.0**

**Action taken**

**Version 8.4 Years 7-10**

**Version 9.0 Sub-strand: Interacting in [Language]**

<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>AC9LRF8C01</p>	<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>AC9LRF10C01</p>	<p>Combined Refined</p>	<p>Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations</p> <p>[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting] ACLFWC174</p> <p>Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another</p> <p>[Key concepts: opinion, clarification, interaction; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining] ACLFWC176</p> <p>Participate in intercultural interactions and consider own reactions when engaging with Elders and community members and resources</p> <p>[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing] ACLFWC184</p>
<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p> <p>AC9LRF8C02</p>	<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p> <p>AC9LRF10C02</p>	<p>Refined</p>	<p>Engage in activities that involve collaboration, planning, organising, promoting and taking action</p> <p>[Key concepts: event, experience; Key processes: planning, organising, negotiating] ACLFWC175</p>

Version 9.0 Sub-strand: Mediating meaning in and between languages			
<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9LRF8C03</p>	<p>evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9LRF10C03</p>	<p>Combined Refined</p>	<p>Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place</p> <p>[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles - past and present community initiatives and projects; Key processes: summarising, synthesising, referencing] ACLFWC177</p> <p>Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation</p> <p>[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating] ACLFWC178</p> <p>Interpret and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships</p> <p>[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, dances, stories, paintings and visual design, video clips, films] ACLFWC179</p>
<p>interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts</p> <p>AC9LRF8C04</p>	<p>interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9LRF10C04</p>	<p>Refined</p>	<p>Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding</p> <p>[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting] ACLFWC181</p>

Version 9.0 Sub-strand: Creating text in [Language]			
Version 9.0		Action taken	Version 8.4 Years 7-10
<p>create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context</p> <p>AC9LRF8C05</p>	<p>create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences</p> <p>AC9LRF10C05</p>	<p>Combined Refined</p>	<p>Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters</p> <p>[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types: raps, songs, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings, visual designs] ACLFWC180</p> <p>Create bilingual texts for the wider community collaboration with others</p> <p>[Key concepts: interpretation, expression, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing] ACLFWC182</p>
Version 9.0 Strand: Understanding language and culture			
Version 9.0		Action taken	Version 8.4 Years 7-10
Version 9.0 Sub-strand: Understanding systems of language			
<p>apply knowledge of conventions of spoken [Language] to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>AC9LRF8U01</p>	<p>apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>AC9LRF10U01</p>	<p>Refined</p>	<p>Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form</p> <p>[Key concepts: metalanguage, patterns, phonetic articulation, syllable; Key processes: reading, investigating, comparing] ACLFWU185</p>
<p>apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>AC9LRF8U02</p>	<p>apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and/or ideas</p> <p>AC9LRF10U02</p>	<p>Refined</p>	<p>Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language</p> <p>[Key concepts: system, grammatical case, transitivity; Key processes: explaining, discussing] ACLFWU186</p>

		Removed	Discuss variations in language use that reflect different social and cultural contexts, purposes and relationships  [Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing] ACLFWU189
		Removed	Describe and reflect on how languages change over time and influence one another  [Key concepts: contact, change; Key processes: exploring, observing, reflecting] ACLFWU190
reflect on similarities and differences between [Language] and English language structures and features, using metalanguage  AC9LRF8U03	reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features  AC9LRF10U03	New	
		Removed	Discuss the purpose and roles of various spoken, written and visual texts in the language  [Key concepts: text, relationship, intention; Key processes: analysing, investigating, linking and sequencing] ACLFWU187
<b>Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity</b>			
reflect on how language Custodians pass down knowledge and cultural norms from generation to generation  AC9LRF8U04	understand and apply protocols associated with language learning, language using and language building  AC9L1RF10U04	Combined Refined	Investigate how the kinship system functions to integrate personal and community histories and relationships  [Key concepts: interconnectedness, human relationships, ownership, rights and responsibilities; Key processes: describing, explaining, investigating, exploring] ACLFWU188  Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

			<p>[Key concepts: ownership, custodianship, ethical behaviour, intellectual property; Key processes: acknowledging, investigating, applying] ACLFWU192</p> <p>Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge</p> <p>[Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing] ACLFWU193</p> <p>Explore language building processes and protocols in communities</p> <p>[Key concepts: language revival, protocols, lexical and grammatical resources, advocacy; Key processes: identifying, investigating, discussing] ACLFWU194</p> <p>Investigate and explain techniques used to build language, considering challenges involved and understanding their role as contemporary documenters of language</p> <p>[Key concepts: language revival, language building, authenticity, linguistic techniques; Key processes: identifying, analysing, discussing] ACLFWU195</p>
		Removed	<p>Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language loss, advocacy, reform and multilingualism</p> <p>[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering] ACLFWU191</p>
<p>reflect on and explain how identity is shaped by language, cultures, and County/Place</p> <p>AC9LRF8U05</p>	<p>reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how</p>	Refined	<p>Consider and discuss their own and each other's ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land</p>

	<p>these affect ways of communicating</p> <p>AC9L1RF10U05</p>		<p>[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]</p> <p>ACLFWC183</p>
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