

LANGUAGES

Framework for Aboriginal Languages and
Torres Strait Islander Languages

First-language learner pathway (L1)

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 look and sound 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] AC9L1FF01</p>	<p>New</p>	
<p>explore, with support, language features of [Language] noticing similarities and differences between [Language] and English AC9L1FF02</p>	<p>New</p>	
<p>explore connections between language and culture AC9L1FF03</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, using modelled 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 recognise and use 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 First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.</p> <p>By the end of Year 2, students interact with the teaching team, Elders, community members and each other to share information about family, friends, community activities and events. They use appropriate ways of talking, including terms of respect, forms of address and sign language. They participate in routine classroom exchanges and collaborative activities, such as pair, group and class discussions, asking and responding to questions and taking turns. They make relevant suggestions during class writing activities when the teacher is acting as a scribe. They identify key information about Country/Place under the guidance of Elders and community members and demonstrate this understanding by describing habitats, plants, animals and seasonal changes, by classifying plants, animals and natural objects into categories, and by naming and describing key social and cultural events. They respond to texts such as stories, songlines, dance and visual art through singing, dancing, drawing, action and movement, demonstrating understanding by identifying and describing characters, sequencing events, and retelling parts of the story. Students use familiar words and expressions to create and present shared stories, songs and performances, drawing on their own experiences and knowledge and providing details about characters or events. They make short presentations consisting of a few connected sentences on familiar and learned topics. They read aloud short shared texts with familiar vocabulary, high-frequency sight words and supportive images. They use knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to help them make meaning when reading. Students use family terms and skin names for immediate family members as appropriate and demonstrate appropriate ways of interacting and behaving according to kinship structures and social groupings. They demonstrate understanding of connections between Country/Place and individuals and groups by identifying and naming features of Country/Place</p>

that belong to their own family and kinship groups. They identify their own links/cultural affiliations, for example, to stories, totems, dances and designs.

Students link most sounds of the language to written symbols and conventions. They use knowledge of sound–symbol relationships to read and recognise high-frequency words and use simple metalanguage to describe basic elements of language forms and structures. They recognise that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance, visual design and signing. Students know that different words and language forms are used to address and communicate with people according to relationship and situation. They recognise that there are many different languages spoken in their class, community and region. They describe how the language has been passed down from one generation to the next, and recognise that language use reflects where and how they live and what is important to them.

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 AC9L1F2C01</p>	<p>Combined Refined</p>	<p>Interact with peers, the teaching team and visiting Elders/community members to share information, thoughts and feelings about family, friends, community, activities, events and experiences [Key concepts: family, community, friendship, personal world, experience, responsibility, safety; Key processes: interacting, sharing, describing, recounting] ACLFWC001 Participate in conversations and interactions that involve behaviours such as active listening, showing interest, asking questions and contributing ideas, information [Key concepts: routine, consideration, contribution, appropriateness; Key processes: active listening, participating, responding, following instructions] ACLFWC003 Recognise that different words and language forms are used to address and communicate with people according to relationship and situation [Key concepts: kinship, context; Key processes: noticing, recognising, comparing] ACLFWU017</p>
<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9L1F2C02</p>	<p>Refined</p>	<p>Participate in shared tasks and activities that involve following instructions, making things and cooperating with peers [Key concepts: family, cooperation, play; Key processes: participating, active listening, following instructions, making, turn-taking] ACLFWC002</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 AC9L1F2C03</p>	<p>Combined Refined</p>	<p>Locate/ discover/identify key information about Country/Place and community by exploring Country/Place and listening to stories from Elders and community members</p> <p>[Key concepts: Country/Place, natural environment, Indigenous knowledge, the past, community life, health and well-being; Key processes: listening, reading, mapping, reading Country/Place, exploring, observing, recording, describing, classifying] ACLFWC004</p> <p>Give factual information about family, friends, Country/Place and community using simple statements and descriptions, captioned drawings and photos</p> <p>[Key concepts: daily routines and activities, events, Country/Place, community life ; Key processes: labelling, captioning, describing, contributing, recounting] ACLFWC005</p> <p>Participate in shared listening to, viewing and reading of texts, identifying and describing favourite elements, main characters and key events and responding through singing, dancing, drawing, movement and action</p> <p>[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)] ACLFWC006</p>
<p>notice that language carries cultural meaning in greetings, introductions, instructions and routines AC9L1F2C04</p>	<p>Refined</p>	<p>Translate words and expressions used in everyday contexts and situations, from the language into other known languages and vice versa</p> <p>[Key concepts: similarity, difference, gesture, sign language; Key processes: noticing, translating, explaining] ACLFWC008</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>AC9L1F2C05</p>	<p>Combined</p> <p>Refined</p>	<p>Create and present shared stories, songs and performances using familiar words and expressions that allow for exploration and enjoyment of language</p> <p>[Key concepts: story, performance; Key processes: creating, narrating, retelling, singing, dancing, drawing, performing, shake-a-leg; Key text types: songs, raps, dances, stories, paintings and visual design, performance] ACLFWC007</p> <p>Create simple print, oral, digital bilingual/multilingual texts, such as songs, wall charts, labels for the classroom, class rules, timetables</p> <p>[Key concepts: meaning, code, bilingualism; Key processes: creating, matching, captioning, sequencing] ACLFWC009</p>
Version 9.0 Strand: Understanding language and culture		
Version 9.0	Action taken	Version 8.4
Version 9.0 Sub-strand: Understanding systems of language		
<p>recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning</p> <p>AC9L1F2U01</p>	<p>Refined</p>	<p>Use and recognise the sounds, intonation and rhythms in the spoken language and learn how sounds and words relate to written language</p> <p>[Key concepts: sound system, writing system, sound–symbol correspondence, conventions; Key processes: listening, recognising, reading aloud] ACLFWU114</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>AC9L1F2U02</p>	<p>Combined</p> <p>Refined</p>	<p>Understand and use a developing vocabulary including topical and classificatory language, recognising the function of different word types in the language</p> <p>[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing patterns, observing] ACLFWU115</p> <p>Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages</p>

		[Key concepts: communication, narrative; Key processes: recognising, identifying, comparing] ACLFWU116
	Removed	Recognise that languages borrow words from each other [Key concepts: relatedness, word-borrowing; Key processes: identifying, recognising, comparing] ACLFWU118
notice that [Language] has features that may be similar to or different from English AC9L1F2U03	New	
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9L1F2U04	Combined Refined	Learn about and understand the concepts of kin, social groupings and relationships, and how these are connected to the natural environment [Key concepts: identity, relationship, kinship, family terms; Key processes: identifying, categorising, representing, explaining, creating] ACLFWC010 Identify with Country/Place and understand connections between Country/Place and individuals and groups [Key concepts: Country/Place, kinship, social groups, identity, connections; Key processes: identifying, naming] ACLFWC011 Identify their own songs, stories, dances and designs and their links to kinship systems [Key concepts: identity, kinship, History, story; Key processes: identifying, describing, talking about] ACLFWC012 Recognise that their language is part of broader regional and national language diversity] ACLFWU019 [Key concepts: linguistic diversity, language shift; Key processes: identifying, recognising]

		<p>Understand that language belongs to communities, and that language learning requires respectful and appropriate behaviour</p> <p>[Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying] ACLFWU020</p> <p>Recognise how Aboriginal and Torres Strait Islander languages are transmitted from generation to generation</p> <p>[Key concepts: oral transmission, language maintenance and development; Key processes: noticing, recognising, considering, valuing] ACLFWU022</p>
<p>notice that people use language in ways that reflect cultural identity</p> <p>AC9L1F2U05</p>	<p>Combined Refined</p>	<p>Notice how using the language and other known languages, including English, involve some different ways of communicating and behaving</p> <p>[Key concepts: language, culture, context, similarity, difference, respect; Key processes: noticing, describing, comparing, responding] ACLFWC013</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] ACLFWU021</p>

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] to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds. They use familiar language to participate in spoken and written activities that involve planning and transacting. They locate, organise and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use familiar and formulaic language and basic syntax to create texts.</p> <p>Students use the sounds, tones, pronunciation and intonation patterns 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 cultural 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 experiences and views. 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 range 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] to enhance fluency. 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 First Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.</p> <p>By the end of Year 6, students use spoken and written language to share and compare experiences, personal perspectives and points of view on topics related to their immediate environment and personal, cultural and social worlds. They use appropriate ways of talking when interacting in different social situations and with different social groups, and apply principles and protocols of cultural safety when engaging with cultural property. Students participate in class discussion, asking questions to clarify content and to offer opinions and ideas and taking into account other perspectives. They locate, classify and compare information from a range of sources relating to Country/Place, community, culture, environment and past and present ways of living. They interact with Country/Place under the guidance of Elders and older family members, making and recording observations in different formats, reading signs, classifying natural objects according to Indigenous cultural categories and mapping key topographical features. They respond to stories, songs, dances and artistic expression by describing how events, characters and settings are depicted through sound, image and performance, by interpreting messages conveyed through these forms and by sharing opinions, responses and reactions. They understand that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, as well as by place, History and story. Students create, with the support of models, a variety of spoken, written and multimodal texts for different purposes and audiences. They use descriptive and expressive language to write narratives and expressive and imaginative texts, and to recount experiences. They use specialised language to present information on specific topics, for example by presenting research-based factual reports. They use procedural language, for example to explain how to prepare and cook food, how to make tools, decorate artefacts or play a game. They apply their grammatical and vocabulary knowledge and their understanding of spelling and punctuation conventions in a range of sentence and text types.</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>They translate familiar texts, identifying and explaining culture-specific concepts and expressions. They create bilingual/multilingual texts for the school community on a range of topics. They explain the family basis of the kin and skin systems and their role in determining social behaviour. They elaborate their own positions and identities within these systems, explaining their roles and responsibilities with respect to caring for family, land/sea/water. They explain links between ceremonies, people, stories and ancestral areas of Country/Place. They identify places which have special significance to particular sub-groups in the community and which represent special bonds between people, place and story.</p> <p>Students know that the language has its own rules for pronunciation, spelling and grammar and they apply this knowledge to predict the sound, spelling and meaning of new words and to create their own texts. They read aloud with developing fluency and intonation. Students use metalanguage to explain language features and elements, using appropriate grammatical terms and making comparisons with English and other known languages. They explain how language use is adjusted to suit different contexts, situations and relationships, for example, registers of deference and respect, avoidance language, speaking to the side, indirect references, generational differences and the use of silence. They provide examples of how languages change over time by identifying words borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students understand that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can explain some historical reasons for this. They recognise the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for their community and for the broader Australian community and describe ways that language and culture have been maintained and strengthened in their community. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p>
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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 AC9L1F4C01</p>	<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment AC9L1F6C01</p>	<p>Combined Refined</p>	<p>Interact with others, sharing and comparing experiences, personal perspectives and points of view on topics related to immediate environment and personal world [Key concepts, family, community, relationships, interaction protocols, experience, health and well-being, personal and cultural safety; Key processes: sharing, participating, recounting, discussing] ACLFWC023 Participate in classroom interactions that involve some changes to ways of communicating at school and the development of learning related language and interaction patterns [Key concepts: interaction patterns, cooperation, domains of language use, agreement/disagreement, reflection; Key processes: working together, contributing, enquiring, building language, monitoring, clarifying, acknowledging, explaining] ACLFWC025 Understand that speakers vary language forms and styles according to kin relationship and context [Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating, noticing, recognising] ACLFWU039</p>
	<p>Removed</p>	<p>Notice and describe similarities and differences in ways of using language and interacting with people when communicating in the language and in other known languages, including English [Key concepts: language, culture, values, similarity and difference, communication, emotion; Key processes: noticing, comparing, describing, reflecting] ACLFWC035</p>	

<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p> <p>AC9L1F4C02</p>	<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p> <p>AC9L1F6C02</p>	<p>Refined</p>	<p>Plan and participate in collaborative activities and events, negotiating and performing different roles and responsibilities that are appropriate to local cultural traditions</p> <p>[Key concepts: collaboration, experience, shared decision making; Key processes: making arrangements, designing, making, planning, suggesting, negotiating ACLFWC024</p>
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Version 9.0 Sub-strand: Mediating meaning in and between languages			
<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>AC9L1F4C03</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>AC9L1F6C03</p>	<p>Combined Refined</p>	<p>Gather, organise and compare information from a range of sources relating to Country/Place, community and past and present ways of living</p> <p>[Key concepts: past and present, natural environment, caring for Country/Place, social and cultural events, health and well-being; Key processes: enquiring, investigating, comparing, describing, tracking, mapping, measuring, charting, explaining, analysing] ACLFWC026</p> <p>Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines, narratives, descriptions and procedures</p> <p>[Key concepts: Country/Place, community life, identities; Key processes: creating, editing, presenting, profiling, sequencing] ACLFWC027</p> <p>Listen to, read and view a variety of texts, describing and discussing key elements, ideas, characters, events and messages, making connections with own life and experiences</p> <p>[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips] ACLFWC028</p>
<p>develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning</p> <p>AC9L1F4C04</p>	<p>apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts</p> <p>AC9L1F6C04</p>	<p>Refined</p>	<p>Translate short texts from the language into other known languages and vice versa, including the register of sign language, noticing words or expressions that are not easy to translate and identifying elements which require explanation rather than literal translation</p> <p>[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, translating, transcribing, predicting, deducing, selecting, comparing, explaining] ACLFWC030</p>

Version 9.0 Sub-strand: Creating text in [Language]			
<p>create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions</p> <p>AC9L1F4C05</p>	<p>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</p> <p>AC9L1F6C05</p>	<p>Combined Refined</p>	<p>Create, present and perform expressive and imaginative texts that involve different modes of presentation, such as stories, dance, skits or video clips, based on a stimulus concept, theme or resource</p> <p>[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dances, performances, digital texts, video clips, skits, paintings and visual design] ACLFWC029</p> <p>Create bilingual/multilingual texts for the classroom and the school community, such as records of excursions and shared learning experiences, songs, photo stories, posters, brochures, maps</p> <p>[Key concepts: bilingualism, expression; Key processes: creating, performing, describing, code-mixing] ACLFWC031</p>

Version 9.0 Strand: Understanding language and culture			
Version 9.0	Action taken	Version 8.4 Years 3-6	
Version 9.0 Sub-strand: Understanding systems of language			
<p>recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases</p> <p>AC9L1F4U01</p>	<p>apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>AC9L1F6U01</p>	<p>Refined</p>	<p>Compare and use the patterns of speech sounds, intonation and rhythm in the language and learn the written forms of these and associated conventions</p> <p>[Key concepts: sound system, writing system, intonation, rhythm, sound–symbol correspondence, punctuation, conventions, alphabetic order; Key processes: listening, recognising, comparing, reading aloud, transcribing] ACLFWU036</p>
<p>recognise [Language] language conventions, grammatical structures and</p>	<p>use knowledge of modelled grammatical structures and formulaic expressions to</p>	<p>Combined Refined</p>	<p>Understand and describe the word formation processes in the language, including the use of prefixes and suffixes</p>

<p>basic syntax in familiar texts and contexts AC9L1F4U02</p>	<p>compose and respond to texts AC9L1F6U02</p>		<p>[Key concepts: word formation, word class, grammatical person and number, negation, metalanguage; Key processes: noticing, comparing, applying, understanding, modifying meaning] ACLFWU037</p> <p>Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions</p> <p>[Key concepts: purpose, language features; Key processes: recognising, identifying, distinguishing, applying, linking] ACLFWU038</p>
		Removed	<p>Recognise that languages change over time</p> <p>[Key concepts: language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising] ACLFWU040</p>
<p>recognise familiar [Language] language features and compare with those of English, in known contexts AC9L1F4U03</p>	<p>compare some [Language] language structures and features with those of English, using some familiar metalanguage AC9L1F6U03</p>	New	
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity			
<p>recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation AC9L1F4U04</p>	<p>understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened AC9L1F6U04</p>	Combined Refined	<p>Interact with Country/Place, for example, by discussing roles within the family, ownership, custodial and totemic affiliations, and links between History, social groups and natural species</p> <p>[Key concepts: Country/Place, identity, significance, family, Dreaming/History, totemic affiliation, role connections; Key processes: identifying, naming, describing] ACLFWC033</p> <p>Describe and explain behaviour, rights and responsibilities in relation to the kinship ownership of songs, stories, dances and designs</p>

			<p>[Key concepts: identity, rights, responsibilities, ownership, behaviour; Key processes: describing, explaining, discussing] ACLFWC034</p> <p>Explore the language situation of their community and the diversity of language situations in Australia</p> <p>[Key concepts: change, sign; Key processes: recognising, discussing, investigating] ACLFWU041</p> <p>Understand ways the language and culture can be maintained and strengthened in changing contexts</p> <p>[Key concepts: language maintenance and development ; Key processes: discussing, exploring, considering, investigating, language building] ACLFWU044</p>
		Removed	<p>Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined</p> <p>[Key concepts: cultural safety; Key processes: recognising, observing, discussing] ACLFWU042</p>
<p>identify connections between [Language] language, culture, Country/Place and identity AC9L1F4U05</p>	<p>recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication AC9L1F6U05</p>	Refined	<p>Reflect on how a community's ways of using language are shaped by values and beliefs</p> <p>[Key concepts: Country/Place, cultural expression, transmission, value, belief, spirituality; Key processes: observing, making connections, discussing, investigating] ACLFWU043</p>
		Removed	<p>Describe kinship relations as a system and explain its role in determining social behaviour</p> <p>[Key concepts: identity, relationship, kinship, family terms, social groupings/sub-groupings, story, behaviour, ways of talking; Key processes: investigating, explaining, describing, categorizing] ACLFWC032</p>

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 unfamiliar contexts related to a range of experiences and perspectives. They use [Language] to problem-solve and justify, and adjust language in response to others. They interpret and analyse 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, manipulating language to create texts.</p> <p>Students apply the conventions of spoken [Language] to extend fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They explain 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</p>	<p>By the end of Year 10, students contribute to and extend interactions in [Language] related to diverse contexts and perspectives. 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 and respond to texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to sequence events and enhance meaning and cohesion.</p> <p>Students apply and adjust 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 [Language]. They reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language]</p>	<p>The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of Aboriginal languages and Torres Strait Islander languages that may be learned as an L1 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.</p> <p>By the end of Year 10, students use written and spoken language to communicate with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They use language to access and discuss information on a broad range of social, environmental, educational, cultural and community issues. They summarise and justify points of view, and respond appropriately to the opinions and perspectives of others using reflective language. They use strategies to initiate, sustain and extend discussion by inviting opinions, elaborating responses, clarifying and justifying statements with supporting evidence. When interacting in different social situations and with different social groups, students use appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives and to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they present their findings using different modes of presentation to suit different audiences and contexts. They employ effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They summarise main ideas and include varying amounts of supporting detail. They apply appropriate cultural norms and protocols when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural property. Students respond to stories, songs, dances and forms of artistic expression by describing main ideas, key themes and sequences of events and explaining how these relate to land and water, sky and weather,</p>

<p>identity. They reflect on their own language(s), culture(s) and identity.</p>	<p>to evaluate how this learning influences their ideas and ways of communicating.</p>	<p>plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories songs, conversations, brochures, blogs, and procedures for traditional activities. They use appropriate vocabulary and grammatical forms to link and sequence ideas to form meaningful texts, for example, serialisation, connectives, embedding; and apply typological conventions such as headings, paragraphs, fonts, formatting. Students apply culturally appropriate protocols and ethical behaviour to create, transcribe, translate and interpret texts, providing alternative expressions when equivalence is not possible and explaining elements such as language choice and variation due to dialect or register. They analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation/interpretation. They understand their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students explain how the kinship system maintains and regulates social relationships, and provide examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They explain the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students identify the relationship between language, culture and identity, describing how personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.</p> <p>Students use metalanguage to describe isolated speech sounds and the phonology of languages as a whole, and to analyse a range of grammatical structures in the language. They edit their own work and use appropriate conventions to cite others and to reference external information. They explain variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They provide examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in</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]			
initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9L1F8C01	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 AC9L1F10C01	Combined Refined	Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives. [Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective; Key processes: comparing, explaining, discussing, summarising, justifying] ACLFWC045 Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting [Key concepts: reflection, encouragement, literacy, learning strategies, respect; Key processes: discussing, analysing, reflecting, justifying] ACLFWC047
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9L1F8C02	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L1F10C02	Refined	Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge [Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating] ACLFWC046

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>AC9L1F8C03</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>AC9L1F10C03</p>	<p>Combined Refined</p>	<p>Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community</p> <p>[Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising] ACLFWC048</p> <p>Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts</p> <p>[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating, reviewing, persuading, reporting, presenting, referencing] ACLFWC049</p> <p>Interpret and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships</p> <p>[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films] ACLFWC050</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>AC9L1F8C04</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>AC9L1F10C04</p>	<p>Refined</p>	<p>Transcribe, translate and interpret texts from the language into other languages of the region and into English and vice versa, considering and explaining factors that influenced the translation from one language and discussing issues related to translating and interpreting</p> <p>[Key concept: equivalence, representation, meaning, interpretation, ethics; Key processes: translating, interpreting, transcribing, comparing, explaining, analysing] ACLFWC052</p>

Version 9.0 Sub-strand: Creating text in [Language]			
<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>AC9L1F8C05</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>AC9L1F10C05</p>	<p>Combined Refined</p>	<p>Create a range of spoken, written and multimodal texts involving real/imagined contexts and characters</p> <p>[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types: raps, songs, dances, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs] ACLFWC051</p> <p>Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters</p> <p>[Key concepts: bilingualism, expression, interpretation; Key processes: creating, performing, designing, interpreting, annotating] ACLFWC053</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>AC9L1F8U01</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>AC9L1F10U01</p>	<p>Refined</p>	<p>Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions</p> <p>[Key concepts: sound system, writing system, intonation, rhythm, punctuation, conventions; Key processes: listening, recognising, analysing, comparing, reading aloud, transcribing] ACLFWU058</p>
<p>apply understanding of grammatical structures and expressions to compose and respond to texts</p>	<p>apply knowledge of grammatical structures to predict meaning and compose texts that contain</p>	<p>New</p>	

AC9L1F8U02	some complex structures and/or ideas AC9L1F10U02		
		Removed	Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes [Key concepts: text, relationship; Key processes: analysing, investigating, linking and sequencing] ACLFWU060
		Removed	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: respect, silence, kinship, body language, code-switching; Key processes: examining, explaining, analysing] ACLFWU061
reflect on similarities and differences between [Language] and English language structures and features, using metalanguage AC9L1F8U03	reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features AC9L1F10U03	Refined	Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English [Key concepts: system, grammatical case, affixation, transitivity, particles, metalanguage; Key processes: explaining, discussing, making comparisons and connections] ACLFWU059
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity			
reflect on how language Custodians pass down knowledge and cultural norms from generation to generation AC9L1F8U04	understand and apply protocols associated with language learning, language using and language building AC9L1F10U04	Combined Refined	Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky [Key concepts: identity, relationship, kinship, Law, connection, interrelatedness, rights, obligations; Key processes: exploring, discussing, investigating, describing, reflecting] ACLFWC054 Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas

			<p>[Key concepts: Country/Place, land, water, sea, sky; rights and obligations, responsibility; Key processes: discussing, reflecting] ACLFWC055</p> <p>Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages</p> <p>[Key concepts: ownership, protocols, ethical behaviour; Key processes: acknowledging, investigating, applying] ACLFWU064</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, values transmission; Key processes: reflecting, exploring, analysing, comparing] ACLFWU065</p>
		Removed	<p>Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism</p> <p>[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering] ACLFWU063</p>
		Removed	<p>Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong</p> <p>[Key concepts: language maintenance and development; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering] ACLFWU066</p>
reflect on and explain how identity is shaped by language, cultures, and Country/Place	reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how	Combined Refined	<p>Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour</p>

AC9L1F8U05	these affect ways of communicating AC9L1F10U05		<p>[Key concepts: identity, Law, behaviour, story, ceremony, guidance; Key processes: investigating, explaining, discussing] ACLFWC056</p> <p>Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking</p> <p>[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, discussing, explaining, reflecting] ACLFWC057</p>
		Removed	<p>Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies</p> <p>[Key concepts: contact, change; Key processes: exploring, observing, reflecting] ACLFWU062</p>