

Aboriginal & Torres Strait Islander Languages 2019 v1.0

Short Course Syllabus

This short course syllabus is for implementation in 2019.

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1 Course overview

1.1 Introduction

The Short Course senior syllabus for Aboriginal & Torres Strait Islander Languages is one of four Short Courses offered in the senior phase of learning in Queensland.

Short Courses are one-unit courses developed to meet a specific curriculum need. They each contribute one credit toward a Queensland Certificate of Education (QCE). Results in these subjects do not contribute to Australian Tertiary Admission Rank (ATAR) calculations.

This Short Course is designed to be delivered over 55 hours, whether as a one-semester unit or spread over a number of semesters. It contains general advice about learning and assessment in Aboriginal languages and Torres Strait Islander languages.

Schools may implement this syllabus at any stage during the senior phase of learning, i.e. Years 10, 11 and 12. The course may be delivered as part of an individualised learning program or as a stand-alone Short Course.

The development of this Short Course is informed by:

- the Australian Curriculum 'Framework for Aboriginal languages and Torres Strait Islander languages' (two strands: communicating and understanding)
- the senior syllabus in Aboriginal & Torres Strait Islander Languages (trial senior syllabus 2011)
- requirements of the Australian Core Skills Framework (ACSF) Level 3;¹ the requirements for a grade of C in this Short Course mirror the requirements for ACSF Level 3.

Information about the 'Framework for Aboriginal languages and Torres Strait Islander languages' is available on the ACARA website: www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages

For information about the ACSF, see the 'Australian Core Skills Framework' available from https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf.

1.1.1 Guiding principles and protocols

Thorough and ongoing consultations with Aboriginal communities and/or Torres Strait Islander communities are integral to the development of Indigenous language-specific curricula and the provision of language learning programs in schools. The following guiding principles and protocols, adapted from the 'Framework for Aboriginal languages and Torres Strait Islander languages rationale' (Australian Curriculum v 8.3), are integral to the development and provision of language curricula and programs at all stages of development, implementation and evaluation.

Principles

As each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are its owners or custodians, permission and consent must be sought from the owners/custodians when developing language-specific curricula and planning language programs, including visits to Country/Place and use of cultural material as part of the teaching and learning program.

¹ The core skills are reading, writing, oral communication, numeracy and learning.

Often there will be more than one Aboriginal language or Torres Strait Islander language represented in the local setting, so a decision needs to be reached as to which language or languages will be taught, and who will teach the language/s.

The ultimate authority regarding the choice of language rests with the local Aboriginal community and/or Torres Strait Islander community. Throughout this syllabus, this agreed language is known as the 'target language'.²

There may be circumstances where the local community agrees to more than one language being taught. This syllabus can accommodate the teaching of multiple languages, dependent upon the availability of teaching staff.

Protocols

Schools must consult with their local Aboriginal community and/or Torres Strait Islander community regarding any proposed language program, as all learning must be informed by the community in which the school and agreed language/s exist.

Schools need to identify the person or persons recognised by the local Aboriginal community and/or Torres Strait Islander community as holding significant knowledge about the language and culture. They would typically be local Elders, traditional owners or individuals with historical links to the language.

It is imperative that the local community play an active and continuing role throughout the language program.

The course provides for the explicit teaching and learning of an Indigenous language and focuses on instruction in the language of the local community identified as the custodians of the language, and as mutually agreed between the community and school. Where the local language has become fragmented, where little linguistic heritage remains, where the language is no longer actively spoken, and/or where known documentation is scarce, the syllabus provides for the teaching of a regional or neighbouring language, or of another accessible Aboriginal language or Torres Strait Islander language.

Whatever the context, the local community will provide advice about the language or languages to be taught and studied.

Issues for consideration include:

- whether the proposed language is the language of the Land on which it will be learnt
- the proportion of students in the proposed program identifying directly with the language
- the availability of appropriate human resources for developing and teaching the language
- the level of documentation and resources available for the language, including issues of copyright, Aboriginal cultural and intellectual property, and Torres Strait Islander cultural and intellectual property.

As the Short Course senior syllabus in Aboriginal & Torres Strait Islander Languages interacts with Aboriginal bodies of knowledge and Torres Strait Islander bodies of knowledge that are connected with living communities, traditions and processes, it is essential that Aboriginal communities and Torres Strait Islander communities define the terms of entry, engagement and exit with their knowledges.

² The target language is the Aboriginal language or Torres Strait Islander language that is the subject of a student's program of study and that the local community approves to be taught; it may be the local language, a regional or neighbouring language or other accessible Aboriginal language or Torres Strait Islander language, as agreed to by the local community.

Schools, in turn, must recognise that the local community has ownership of their knowledges and must agree to give back to the community any resources that may result from this sharing.

For further guidance about establishing contact and maintaining ongoing consultation with the acknowledged local language custodians, schools should refer to the document 'Aboriginal and Torres Strait Islander Languages in Education Queensland Schools: A guide to implementing the Aboriginal and Torres Strait Islander Languages Syllabuses — Information for Principals' www.qcaa.qld.edu.au/downloads/p_10/snr_atsi_languages_11_implement.pdf.

Schools should also consult the 'Aboriginal & Torres Strait Islander Studies: Handbook' www.qcaa.qld.edu.au/downloads/senior/snr_atsi_10_handbook.pdf for further information regarding protocols for consultation, guidelines for language use and terminology, establishing a supportive climate within the school, and managing and processing information.

1.1.2 Description of the student group/s

The Short Course senior syllabus for Aboriginal & Torres Strait Islander Languages is designed for all Queensland students in the senior phase of learning — Indigenous and non-Indigenous — who wish to gain knowledge and skill in Aboriginal languages and/or Torres Strait Islander languages. Prior knowledge of any aspect of the language targeted for study is welcomed but not expected.

Indigenous students include all Aboriginal students and Torres Strait Islander students.

Non-Indigenous students include all students who do not identify as an Aboriginal person or Torres Strait Islander person.

1.1.3 Rationale

Language is at the core of cultural identity. It links people to their land, it projects history through story and song, it holds the key to kinship systems and to the intricacies of tribal law including spirituality, secret/sacred objects and rites. Language is a major factor in people retaining their cultural identity and many say 'if Language is strong, Culture is strong'.

Submission to the House of Representatives into the Needs of Urban Dwelling Aboriginal and Torres Strait Islander Peoples, ATSIC, 2000

The languages of Aboriginal peoples and Torres Strait Islander peoples are the original languages of Australia. As such, they embody the cultural heritage, knowledges, traditions and identities unique to these peoples. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

Each Aboriginal language and Torres Strait Islander language is unique to the Country/Place on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape: past, present and future. The learning of an Aboriginal language or Torres Strait Islander language incorporates the realities of its people and facilitates students' deep engagement with knowledges, ways of being and ways of knowing. It develops in students an understanding of historical, current and ongoing connection to Country/Place and culture.

Australian languages³ have varying levels of documentation and written resources. Languages that are still spoken extensively across generations, particularly those that have been used in school bilingual programs, generally have a published grammar, dictionary and other written

³ **Note:** Throughout this document the term 'Australian languages' refers to Aboriginal languages and Torres Strait Islander languages.

resources. In the case of many languages, however, known documentation is scant. For others, only a name or reference term for the language remains.

For these reasons, language maintenance, revival and development are important to the cultural economy of Aboriginal Australians and Torres Strait Islander Australians. Aboriginal groups and Torres Strait Islander groups across Australia are striving to regain power through language and culture in order to influence and facilitate Indigenous knowledge systems, ways of knowing, and cultural and spiritual worldviews.

Learning Aboriginal languages and Torres Strait Islander languages recognises the significance of these languages in the language ecology of Australia. For Aboriginal students and Torres Strait Islander students, learning their own language is crucial to their overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, Country/Place, land, water, sea and sky, and this contributes to their wellbeing. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country/Place in which they live, including the relationship between land, the environment and people. The ongoing and necessary revival, maintenance and development of these languages also contribute to reconciliation.

Aboriginal languages and Torres Strait Islander languages are complex and diverse. Engaging with the study of an Aboriginal language or Torres Strait Islander language will develop communication skills in the language studied and contribute to the intellectual enrichment of students. For non-Indigenous students, the study of an Aboriginal language or Torres Strait Islander language provides intellectual challenge and development, while giving them insight into and understanding of Indigenous Australian cultures and knowledges. These students may also have the opportunity to use the language learnt to communicate with Indigenous speakers of the language. In other cases, in addition to communication skills, it gives students insight into language change and language revival within its historical context.

The Short Course senior syllabus in Aboriginal & Torres Strait Islander Languages recognises the importance of Australian Aboriginal languages and Torres Strait Islander languages, in particular the Indigenous languages of Queensland, and their unique place in Australia's heritage and its cultural and educational life. The course is also a response to Indigenous community aspirations for Indigenous children to learn their own languages, to acquire a deep understanding of the cultural significances and linguistic features of their language, and to strengthen identity and self-esteem. It provides a unique opportunity for all students to gain an appreciation of the diversity of Aboriginal languages and Torres Strait Islander languages; the interdependence of language, Land and cultural knowledge; and linguistic and cultural identity.

For all students, the study of Aboriginal & Torres Strait Islander Languages should facilitate reconciliation through establishing and maintaining ongoing culturally safe relationships by allowing for a deeper understanding of and connectedness to the subtleties and complexities of Aboriginal languages and cultures and Torres Strait Islander languages and cultures. Learning opportunities enable all students to value and develop pride in the languages and cultures of Aboriginal Australians and Torres Strait Islander Australians, and recognise the links between language, land, place and culture.

Pathways

Aboriginal & Torres Strait Islander Languages is a Short Course suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Languages can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform the objectives for each topic, which are contextualised for the subject matter and requirements of the topic. These objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Topic objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective.

By the conclusion of the course of study, students will:

1. comprehend language to identify information, ideas, opinions and experiences

When students comprehend language to identify information, ideas, opinions and experiences, they respond to target language texts in context to determine meaning. They identify tone, purpose, context and audience, and use these to make meaning from various text types, both familiar and some unfamiliar. They consider the context of the text and synthesise linguistic and cultural knowledges to identify language features and structures.

They can describe main ideas, key themes and sequences of events in the target language and/or Standard Australian English (SAE) and explain how these relate to Land and water, sky and weather, plants and animals, and social and ecological relationships.

2. create spoken/signed and written texts to exchange meaning

When students create spoken/signed and written texts to exchange meaning, they apply their knowledge of the features, structures and textual conventions of the target language to express, interpret and negotiate meaning that is culturally appropriate to context, purpose, audience, and linguistic and cultural conventions.

They apply characteristics of the sound and writing systems, where relevant, and select appropriate vocabulary, grammatical structures, spelling and punctuation to express meaning in various text types in the target language and/or SAE. They use respectful language and appropriate ways of speaking in the exchange of information, ideas and perspectives relevant to their life and cultural experiences.

3. understand the role of language, culture and identity in the exchange of meaning

When students understand the role of language and culture, they can explain the nature and function of language and culture in general, the changing relationship between them over time, and the dynamic nature of language. They examine the worldviews of Aboriginal peoples and Torres Strait Islander peoples, identify and consider perspectives about histories, societies and cultures, providing reasons for such perspectives.

They understand the links between language and land, the variability in language use according to social and cultural context, and the influences/effects on Aboriginal societies and Torres Strait Islander societies that have impacted language health. Students can identify the relationship between language, culture and identity, and describe the ways

personal and community identities are expressed through cultural expression and language use, using the target language and/or SAE.

4. demonstrate understanding of the language system

When students demonstrate understanding of the language system, they identify and explain characteristics of the sound and writing systems, and discuss the purpose and roles of various language texts, including spoken, written, visual, dramatic, dance and musical texts, in the target language and/or SAE. They identify the essential elements and features of language and use the processes, protocols and techniques of language building as a means to extend the potential of the target Aboriginal language or Torres Strait Islander language in the areas of vocabulary, expressions and discourse. They develop and demonstrate knowledge of linguistic techniques such as collecting, describing and recording language. They understand the concept of language and cultural revival.

5. use culturally appropriate protocols and ethical behaviour

When students use culturally appropriate protocols and ethical behaviour, they apply accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. They use appropriate protocols and ethical behaviour when learning, using, recording and researching Aboriginal languages and Torres Strait Islander languages, and when engaging with cultural and intellectual property.

6. plan and apply learning strategies to achieve learning outcomes

When students plan and apply learning strategies, they demonstrate an awareness of themselves as language learners and as contemporary documenters of an Aboriginal language or Torres Strait Islander language. They understand how to manage their learning and to acquire practical strategies that facilitate learning in or about the target language, including locating, evaluating and organising information, using prior knowledge, and learning with and from others. They recognise the importance of intergenerational collaboration in reviving and maintaining languages. They reflect on how their own history and culture shape their sense of identity, their ways of communicating, their goal setting and pathways, and their willingness to seek new challenges, using the target language and/or SAE.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Aboriginal & Torres Strait Islander Languages content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Aboriginal & Torres Strait Islander Languages

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate information and ideas. In Aboriginal & Torres Strait Islander Languages, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative responses. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

These aspects of literacy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Aboriginal & Torres Strait Islander Languages.

Numeracy in Aboriginal & Torres Strait Islander Languages

Numeracy relates to the capacity to deal with quantitative aspects of life. It involves accessing, using and communicating mathematical information and ideas when engaging with and managing the mathematical demands of real-life contexts.

In Aboriginal & Torres Strait Islander Languages, students use numeracy when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, making inferences and problem-solving as they create and respond to a range of spoken/signed, written texts and non-verbal texts, e.g. graphic or artistic texts such as graphs, diagrams, pictures, songs, artwork, dance performances.

For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts; consider timing and sequencing when developing a slide show or short video clip; use and understand concepts such as fractions (lengths of notes), groups (chords and note groupings) and structural thinking (mathematical structures of scales and chords) when performing and/or creating a song in language.

Students also draw conclusions from statistical information and interpret and use quantitative data in analytical and imaginative texts.

These aspects of numeracy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Aboriginal & Torres Strait Islander Languages.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility 	creative thinking	<ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links

21st century skills	Associated skills	21st century skills	Associated skills
communication	<ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences 	collaboration and teamwork	<ul style="list-style-type: none"> • relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	<ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding 	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Aboriginal & Torres Strait Islander Languages helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These aspects of 21st century skills are embedded in the objectives, subject matter and instrument-specific standards for Aboriginal & Torres Strait Islander Languages.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to increasing awareness of Aboriginal perspectives and Torres Strait Islander perspectives and improving outcomes for Aboriginal students and Torres Strait Islander students.

As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than SAE
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples

- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Aboriginal perspectives and processes, and Torres Strait Islander perspectives and processes, are embedded in the subject matter. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal peoples and Torres Strait Islander peoples and their contributions to Australian society.

1.2.4 Pedagogical and conceptual frameworks

Students use Indigenous inquiry skills to develop and explore their knowledge of the languages, cultures and communication modes of Aboriginal peoples and Torres Strait Islander peoples, according to agreed community and school processes. They use skills uniquely associated with inquiry into and with Aboriginal communities and Torres Strait Islander communities. These skills are associated with respectful interactions, deep listening, reciprocating knowledge, recognising community protocols, and reflecting and revisiting. Indigenous principles of community responsibility, lifelong learning and cross-generational resonance inform the development of these skills.

Indigenous inquiry skills are informed by the Aboriginal community and/or Torres Strait Islander community in which the school and target language exist, and, in turn, inform student learning within each topic.

In recognising and demonstrating Indigenous inquiry skills associated with Aboriginal communities, languages and cultures, and Torres Strait Islander communities, languages and cultures, students:

- develop inquiry processes infused with Aboriginal knowledge traditions and Torres Strait Islander knowledge traditions
- respond to and reflect on localised Aboriginal community ways of inquiry and Torres Strait Islander community ways of inquiry.

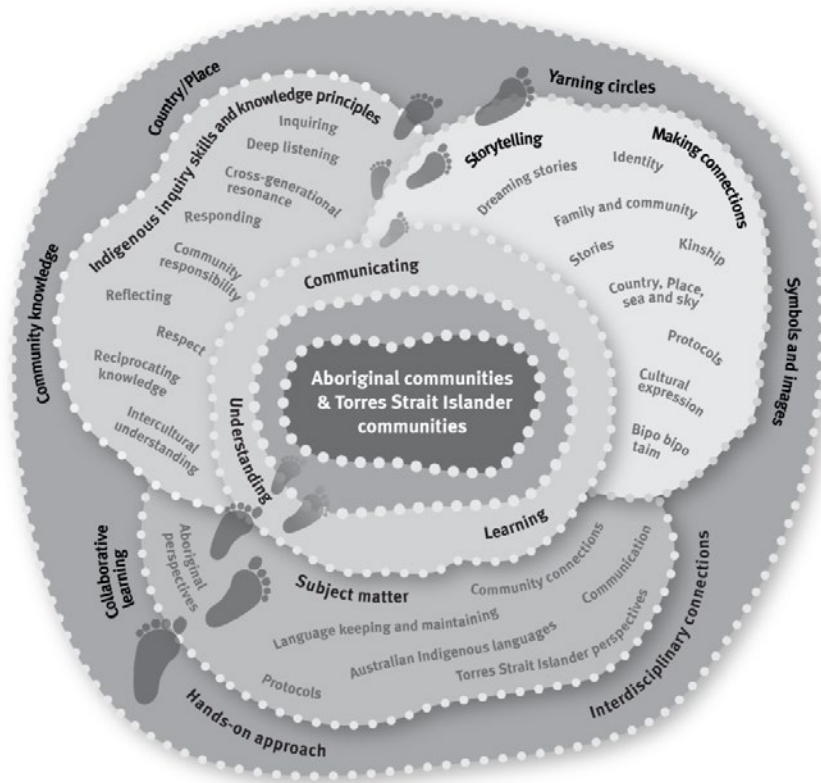
1.2.5 An inquiry learning model

The inquiry learning model for Aboriginal & Torres Strait Islander Languages places Aboriginal communities and Torres Strait Islander communities at the heart of the teaching and learning process. All learning and inquiry processes in this subject must be informed by the community in which the school and target language/s exist.

An inquiry learning model moves students beyond the acquisition of facts to metacognition and the development of understandings about the subject matter, topics, sub-topics and contexts. It also encourages students to take responsibility for their own learning.

In Aboriginal & Torres Strait Islander Languages, an inquiry learning model is embedded within the broad objectives of communicating, understanding and learning. The subject matter, Indigenous inquiry skills and knowledge principles, topics, teaching and learning strategies and processes incorporated in Figure 1 are interrelated, non-hierarchical and not necessarily sequential. Learning through reflective inquiry allows students to revisit subject matter to develop deeper understanding of, and connectedness between language, culture, identity and community.

Figure 1: An inquiry learning model for Aboriginal & Torres Strait Islander Languages



1.2.6 Indigenous inquiry skills and knowledge principles

Through an inquiry learning model, and the development and use of Indigenous inquiry skills of inquiring, responding and reflecting, students develop and explore their knowledge of the languages, cultures and communication modes of Aboriginal peoples and Torres Strait Islander peoples, according to agreed community and school processes.

These skills are associated with Indigenous knowledge principles, which inform their development.

Inquiring

When students inquire, they:

- identify, apply and justify culturally and personally safe practices when investigating Aboriginal knowledges and Torres Strait Islander knowledges
- plan and undertake investigations based on negotiated and agreed guidelines.

Responding

When students respond, they:

- recognise agreed community/school protocols and practices for listening to, reading, viewing, speaking and writing about Aboriginal knowledges and Torres Strait Islander knowledges
- participate in group discussions and learning activities about Aboriginal knowledges and Torres Strait Islander knowledges
- apply listening and other communication strategies in group discussions and negotiations
- communicate ideas and Indigenous principles using a range of appropriate texts

- communicate the relationship between ideas and Indigenous principles that are specific to an inquiry purpose.

Note: Indigenous discussion in this syllabus requires students to consider subject matter, topics and sub-topics in a process that allows all participants to have a voice. The process also allows participants to form reciprocal relationships for the exchange and exploration of ideas, with mutual respect. Students negotiate meaning from various perspectives and sources to decide on issues for discussion. Indigenous discussion is a skill that also invokes making connections with ideas over time.

Teachers are strongly encouraged to provide opportunities for students to engage in yarning circles, where students may have their say in a safe space without judgment (see the Yarning circle subsection in Section 1.2.7).

Reflecting

When students reflect, they:

- identify agreed community and school behaviours, skills and actions, and consider how they influence language use and patterns in the target language
- think about how aspects of storytelling influence the way language is learned
- compare the ways in which meaning is expressed in language and the interrelationships between language, culture and identity
- reflect on the purpose of language use and the specific elements of cultural safety
- reflect on learning to evaluate and apply new understandings and future applications
- evaluate the appropriateness of language choices in target language texts for purpose, context and audience.

Indigenous knowledge and knowledge principles

Indigenous knowledge in this syllabus refers to the local and unique knowledges of Aboriginal peoples and Torres Strait Islander peoples that are interrelated with deep understanding, knowing, and practices of being and living in the world. These knowledges are embedded in cultural traditions and are the basis for decision-making.

Indigenous knowledge principles are those that emerge from Aboriginal knowledge practices and processes and Torres Strait Islander knowledge practices and processes, both inside and outside their communities. They are the principles inherent within an Indigenous worldview — ways of knowing, pedagogical practices, voices and perspectives.

These knowledge principles guide engagement with Aboriginal languages and knowledges and Torres Strait Islander languages and knowledges and have emerged from the voices of Aboriginal peoples and Torres Strait Islander peoples. They are infused across the course of study and assist with learning languages and with respectful interaction with Aboriginal communities and Torres Strait Islander communities.

Indigenous knowledge principles include concepts of:

- respect and respectful interactions, including deep listening
- community responsibility and reciprocity, i.e. reciprocating knowledge
- open/outside and closed/inside knowledges
- cross-generational resonance
- individuation

- [interconnectivity](#).

Respect is esteem for, or a sense of the worth or excellence of, a person, a personal quality, ability or knowledge.

Respect manifests as a kind of ethic or principle, such as in the commonly taught concept of '[having] respect for others' or the ethic of reciprocity. Respect is about treating the acquisition of knowledge ethically or not only having respect for the cultural context in which the knowledge is generated or instigated, but also giving an ethical treatment of different perspectives and positions. Respect is recognition of the non-hierarchical interaction.

Community responsibility builds on the principle of having respect for differentiated sources and positions held. A negotiated acquisition and management of knowledge means that all interested and interconnected groups have a responsibility for the development of how an inquiry is understood by individual students. Students are also responsible as part of the community.

Open and closed knowledge focuses on the terms of the negotiation in finding a pathway to understanding. It is about recognising 'the what, the how and the why' in terms of the nature of [closed knowledge](#) and the nature of [open knowledge](#).

Open knowledge is the common knowledge with which all the community is engaged, while closed knowledge is accessed and interacted by specified groups and individuals within the community according to cultural protocols. The context of the dialogue about open and closed knowledge enables students to deepen their understanding of Australian Indigenous experiences.

Occasionally, what appears to be open knowledge for all students can uncover a source of trauma for Aboriginal students and Torres Strait Islander students. It is critical, therefore, that the conceptualisation of open and closed knowledge be sensitively engaged with by all students. Knowledge may be shared appropriately in some contexts; however, it may be inappropriate to share it beyond the terms of community negotiation. It is important that this is not seen as an obstacle but rather as a powerful tool in authentically unpacking the living, continuous nature of Aboriginal cultures and Torres Strait Islander cultures.

Cross-generational resonance refers to meaning that comes not only from the present generation, but also from a shared understanding or movement of knowledge from one generation to another. While it can be regarded as cultural memory, it moves beyond this to personal and community experience.

Individuation refers to the degree to which individual students engage with the subject matter and topics and the processes they use to do this. It describes the movement towards a mature understanding of the subject matter and topics. Individuation is a natural moment of reflecting on perspectives and processes.

Interconnectivity refers to the connectedness that exists among Indigenous sources of knowledge.

Many perspectives or contexts are responsible for the generation of information. In teaching and learning it is important to strike a [balance](#) between finding knowledge that is the fabric of a community and finding safe things that students can use in their learning.

Examples of [interconnectivity](#) that illustrate Indigenous knowledges and worldviews include:

- explanations of events and circumstances from a spiritual perspective
- issues of [kinship](#)
- perspectives on historical events and issues
- the notion of [moieties](#)
- environmental and ecological attitudes.

1.2.7 Teaching and learning strategies

Strategies for teaching and learning are a significant part of the educative process. As learning in this subject is holistic and interconnected with the culture, identity, Land and worldview of the specific language community, using the strategies described in this syllabus will enrich, validate and deepen the learning experience for all students.

Yarning circle

The use of a yarning circle is an important practice within Aboriginal cultures and Torres Strait Islander cultures. It has been used by Indigenous peoples for centuries as a harmonious, creative and collaborative way of communicating and as a means of learning from a collective group, building respectful relationships, and preserving and passing on cultural knowledge.

A yarning circle is a process that authentically allows students to share their knowledge, ideas and learning in a respectful and safe manner. It involves and develops deep listening, sharing of knowledge, development of higher-order thinking skills, and the establishment of rules of respect. It is the interface between Indigenous knowledges and Indigenous communication, and demonstrates respectful interactions between participants.

A yarning circle:

- encourages responsible, respectful and honest interactions between participants, building trusting and respectful relationships
- fosters accountability and provides a safe place to be heard and to respond
- promotes student–student interactions and student–school–community connectedness
- enriches learning experiences for students.

By using yarning circles as a teaching and learning strategy, students' understanding of Aboriginal knowledges and ways of working and Torres Strait Islander knowledges and ways of working is enhanced. This strategy is suitable for students across all phases of schooling.

Depending on the purpose of the process, yarning circles may also be known as language circles (for teaching and promoting the target language), learning circles (for students), sharing circles or 'talk talk' (for sharing stories and memories). A yarning circle is also a very effective way for students to share their reflections on the course of study and their progress as language learners.

1.2.8 Other opportunities for teaching and learning

Other teaching and learning strategies include:

- expanding the perception of 'the classroom' to include on-Country teaching and learning experiences
- linking learning opportunities to the Country/Place where the school is located, i.e. using the local area as a 'tool' for learning
- making use of community knowledge and engagement
- using symbols and images, for example
 - mind maps to record thinking and ideas
 - diagrams to organise information
 - symbols and metaphors to represent ideas and explain concepts
- interdisciplinary learning — making connections to what students already know and learn from other subject areas to enhance and build their capability

- collaborative learning — students may feel more comfortable being part of a small group where they can draw on each other's strengths and bounce ideas off each other before sharing them with the larger group
- hands-on approach — providing students with opportunities to learn and demonstrate their learning in a variety of modes, e.g. through performance (drama and dance), visual art, media arts, digital technology, music and song.

1.3 Course organisation

Aboriginal & Torres Strait Islander Languages is a course of study that provides opportunities for students to appreciate the interrelationship of language, Land and culture, and the importance of linguistic and cultural diversity through learning a traditional language and learning about traditional cultures. The course is designed to equip students with the skills needed to function in a culturally and linguistically diverse community, and to provide the foundation for lifelong language learning. For learners of an Aboriginal language or Torres Strait language, literacy development in the language also extends literacy development in English.

1.3.1 Course organising principles

Effective communication in an Aboriginal language or Torres Strait Islander language requires an appreciation of the interaction between language, community and the Land. It also requires linguistic ability, cultural understanding and cultural sensitivity.

To communicate effectively, students should:

- know, understand and apply Indigenous knowledge principles
- be aware of the sociocultural context in which they are operating
- have an understanding of the linguistic features of the target language
- become familiar with strategies used to understand and use the target language
- engage with and manipulate a range of text types
- develop intercultural understanding.

Through the topics, sub-topics and associated text types, this Short Course seeks to develop an understanding of the interrelationships between language, culture and identity; language and community; and an awareness that language varies within sociocultural contexts.

1.3.2 Implementation of this Short Course

Learning Aboriginal languages and Torres Strait Islander languages in a school context must be grounded in the knowledges and interests of Indigenous and non-Indigenous communities. This syllabus is flexible enough to:

- cater for the various states of language health within communities and the propensity of a community to revive, revitalise or maintain its language/s
- enable communities to engage, not only with Aboriginal languages and Torres Strait Islander languages and cultural traditions of language maintenance and revitalisation, but also with a shared history and joint journey of reconciliation and active participation of non-Indigenous Australian communities valuing the First Peoples of this nation.

A community can best prepare, plan and implement language learning from a communal identification of language status. Communities and schools can jointly identify the status of

language health in a community and the approach that best fits their local language context and student cohort.

Two broad approaches to implementing Aboriginal & Torres Strait Islander Languages are identified: maintaining language and revitalising language.

Maintaining language

The maintaining language approach provides for explicit teaching and learning of an agreed Aboriginal language and/or Torres Strait Islander language and may be offered where the local language (i.e. the language of the Country) is strong. It focuses on instruction in learning the language of the local community identified as the custodians of the language, and as mutually agreed to between the school and community. A substantial lexicon and grammar for the local language may already exist, as well as other resources such as published dictionaries and books, journals, maps, and audiovisual and digital materials.

The aims of the approach include:

- developing proficiency with the target language in various social and cultural contexts
- acquiring deep understanding of the features of the language, the language situation and how it contributes to local worldviews
- contributing to local language records and resources through structured and research-based projects
- actively engaging in community and cultural learning
- developing strong self-identity and cultural identity
- contributing to cultural, economic and community responses to language work
- developing social, linguistic and language skills in working with local languages and in national contexts.

In the context of the local Aboriginal language and/or Torres Strait Islander language, the maintaining language approach enables students to engage with the language of the Country through cultural expression and relationships to people, places, the environment, spiritual and social worlds as well as through investigating and researching historical and current resources and practices.

Learners may be first language learners or second language learners⁴. First language learners typically are Aboriginal students or Torres Strait Islander students who have learnt the target language as a first language from their families and continue to use it naturally at home and in social situations. Learning usually occurs on Country; the target language is the language of the local community.

Second language learners typically are not from the target language community and have little or no background knowledge of the target language and culture. Learning occurs off Country as students are introduced to learning the language as an additional, new language.

Revitalising language

Revitalising language is suited to communities where the local Aboriginal language or Torres Strait Islander language is no longer used as the first language of the younger generations, i.e.

⁴ Further information on learner pathways is available from the Australian Curriculum, Assessment and Reporting Authority, *Framework for Aboriginal Languages and Torres Strait Islander Languages*, www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/

where language use has become fragmented, where little linguistic heritage remains, where the language is no longer actively spoken, and/or where known documentation is scant. In these situations, communicative fluency or proficiency in the local language may not be possible.

This approach develops the social, linguistic and language skills necessary to gain awareness of, and be able to work with, Aboriginal languages and Torres Strait Islander languages in local and national contexts.

There may be students who relate closely to the language and culture, students with varying degrees of connection to the language and culture, and some with no connections. While students may develop some ability to use aspects of a local language, the focus will be on teaching about Aboriginal languages and Torres Strait Islander languages, and enabling students to contribute to the revitalisation of the local language.

The aims of revitalising language include:

- understanding the diversity of Aboriginal languages and language situations, and Torres Strait Islander languages and language situations
- developing social, linguistic and language skills in working with Aboriginal languages and Torres Strait Islander languages in both local and national contexts
- working with local Aboriginal communities and Torres Strait Islander communities in language-related projects and contributing to language records and resources through structured and research-based projects
- contributing to cultural, economic and community responses to language work
- understanding and analysing a variety of Aboriginal languages and language contexts, and Torres Strait Islander languages and language contexts, both historical and current
- developing communication skills in Aboriginal languages and language contexts, and Torres Strait Islander languages and language contexts, where possible.

Revitalising language enables students to deepen their knowledge, understanding and application of the language being revived by the local traditional owners or custodians, while remaining firmly located in the engagement, research and intercultural considerations of the local language community.

It is assumed that learning will occur broadly within the geographical region of the language and culture and that students will have opportunities to interact with Elders and particular places on Country/Place.

1.3.3 Course structure

The Short Course in Aboriginal & Torres Strait Islander Languages has been developed with a notional time of 55 hours of teaching and learning, including assessment.

It maintains the aims of the *Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages*, in that it provides opportunities for students to develop the knowledge, understanding and skills necessary to ensure that they:

- communicate in the language
- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- understand the process of language building as a means to extend the potential of the language (in vocabulary, expression and discourse) and to develop knowledge of linguistic

techniques (such as collecting, describing and recording language), including processes of language revival.

These four aims are interrelated and provide the basis for the three criteria:

- communicating — using language for communicative purposes in interpreting, exchanging and creating meaning
- understanding — analysing language and culture as resources for interpreting and creating meaning
- learning — planning and applying learning strategies, understanding how to manage learning and acquiring practical strategies that facilitate learning in or about the target language.

1.4 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures that are necessary for students learning and engagement with Aboriginal & Torres Strait Islander Languages and provides the basis for student learning experiences.

In this Short Course, subject matter is suggested within each topic and subtopic. Aspects covered include:

- Aboriginal perspectives and Torres Strait Islander perspectives
 - historical and current perspectives
 - concepts, including Country/Place, identity, relationships, the natural and built environments, community life
 - Indigenous worldviews
- connections with community
 - geographical location of the target language
 - traditional and contemporary life in the target language community
 - local language contexts
- protocols
 - cultural, community, language, research and referencing protocols
- Australian Indigenous languages
 - language change, shift and loss
- language keeping and maintaining
 - processes and protocols involved in developing, maintaining and interpreting records
- communication
 - communication styles, including oral, written, symbolic and non-verbal
 - the target language as a language system
 - oral traditions, traditional and contemporary
 - artistic and dramatic forms of communication.

1.4.1 Topics

The topics and sub-topics are the contexts through which students explore and come to understand the local language, Aboriginal languages and Torres Strait Islander languages in general, and the relationship between language, culture and identity.

Underpinning both topics and their respective sub-topics is a knowledge and understanding of Australian Indigenous languages. Students learn about:

- the history of language change, shift and loss
- the distribution, spread and location of Australian languages
- the evolution of Aboriginal languages and Torres Strait Islander languages
- the diversity of Australian Aboriginal languages and language varieties, and Torres Strait Islander languages and language varieties.

Students also learn about language as a system of communication and the process of language learning. Where possible, they examine:

- the broad features and structures of the target language (sound, spelling and writing systems, grammar, orthography, morphology)
- conventions in speaking, writing and signing
- ways of communicating
- the role of language in communication
- non-verbal communication styles.

Depending on the health of the language, students learn *in* the target language or *about* the target language. All topics, sub-topics and subject matter have relevance, irrespective of the approach (maintaining language or revitalising language), or whether students are first or second language learners.

1.4.2 Sensitivity towards cultural issues

Consideration of and sensitivity towards Aboriginal peoples and Torres Strait Islander peoples are essential in the delivery of this Short Course, not only in the classroom, but also in the collaboration with local communities.

The broad understanding of Aboriginal cultures and cultural diversity, and Torres Strait Islander cultures and cultural diversity that exist throughout Australia can be viewed as 'outside knowledge' or 'open knowledge'. Although specific cultural teachings will be conducted by Elders, community members and visits to community, teachers need to be aware of sensitive issues and practices. In certain circumstances, Western inquiry methods may intrude into what is regarded as 'inside knowledge'.

In certain circumstances, teachers may need to follow particular protocols that relate to sensitive areas. Due to the diversity within and between Aboriginal cultures and Torres Strait Islander cultures, protocols will vary. Teachers need to be aware of sensitive issues and consult with appropriate local Aboriginal community members and Torres Strait Islander community members to discuss any matters that arise.

The teaching of culture, e.g. traditional practices, spiritual and sacred knowledge, is the responsibility of Aboriginal peoples and Torres Strait Islander peoples only.

While non-Indigenous people can teach *about* culture, only Aboriginal peoples and Torres Strait Islander peoples can actually *teach* culture.

Cultural practices and issues that are sensitive to Aboriginal peoples and Torres Strait Islander peoples may include:

- men's business and women's business
- secret knowledge and sacred knowledge
- language avoidance/avoidance behaviour
- kinship
- identity
- traditional adoption
- death
- The Dreaming
- Before Time (*Bipo Taim*) and Before Before Time (*Bipo Bipo Taim*)
- *Kulai Tonar* and *Zogo Time*.

1.5 Assessment — general information

1.5.1 Summative assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

Summative internal assessment — instrument-specific standards

This syllabus provides instrument-specific standards for the two summative internal assessments.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each instrument-specific standard groups assessment objectives into criteria. An assessment objective may appear in multiple criteria or in a single criterion of an assessment.

In Aboriginal & Torres Strait Islander Languages, the following criteria are used:

- Communicating (Objectives 1 and 2)
- Understanding (Objectives 3 and 4)
- Learning (Objectives 5 and 6).

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

1.6 Exiting a course of study

1.6.1 Exit folios

The exit folio is the collection of evidence of student work that is used to determine the student's exit result.

Each folio must include:

- evidence from the two school-developed assessment instruments that demonstrates achievement in communication, understanding and learning, of which
 - one assessment is a project with a mandatory written/spoken/signed component related to Topic 1: Making connections, and which includes
 - a learning journal, related to the project and the learning within Topic 1
 - one assessment is a project with a mandatory written/spoken/signed component related to Topic 2: Storytelling, and which includes
 - a learning journal, related to the project and the learning within Topic 2

- evidence of each objective being assessed at least once (assessment evidence of student achievement of all the objectives must be provided in the student folio)
- a completed student profile.

Note: At least one written and one spoken component must be included across both projects (i.e. 1A and 2A).

The evidence includes actual student responses, teacher judgments, an instrument description, instrument-specific standards and annotated teacher comments that support the decisions made.

1.6.2 Student profile

The purpose of the student profile is to record student achievement over the course of study. Key elements on the profile include:

- the two topics and four sub-topics studied
- the two summative assessment instruments
- the standard achieved for each instrument.

1.6.3 Determining an exit result

When each student exits the course of study, the school is required to determine an A–E exit result for them.

Exit results are summative judgments made when students exit the course of study. Judgments are based on exit folios that provide evidence of achievement in relation to all objectives of the syllabus and standards.

Awarding an exit result

The result awarded at exit is an on-balance judgment about how the qualities of the student's responses to the two assessments match the reporting standards. This means that it is not necessary for the student's responses to have been matched to every characteristic for a particular standard.

1.7 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the objectives of the course of study.

The primary purpose of reporting standards is for reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align instrument-specific standards.

Reporting standards

A

The student comprehends language to effectively determine meaning from a broad range of language texts and text types, both familiar and some unfamiliar. The student accurately identifies and describes relevant information, ideas, opinions, experiences, language features and structures, and recognises tone, purpose, context and audience.

The student effectively creates cohesive spoken/signed and written texts to exchange meaning that is culturally appropriate to context, purpose, audience, and linguistic and cultural conventions. The use of visual, dramatic, musical and/or other artistic communication forms is purposeful and effective. They demonstrate control of language features and characteristics, structures and textual conventions in effectively expressing, interpreting and negotiating meaning in the target language or SAE. They use a range of appropriate vocabulary and grammatical structures, spelling and punctuation.

The student shows a thorough understanding of, and effectively describes the role of language, culture and identity in the exchange of information, ideas and perspectives. They demonstrate understanding of the language system by clearly and accurately identifying and explaining characteristics of the sound and writing systems and the essential elements and features of the language.

The student consistently and effectively uses accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. Ethical behaviour and appropriate protocols are used when engaging with cultural property.

The student purposefully applies practical strategies that facilitate learning in or about the target language, in a range of familiar contexts and some unfamiliar contexts. They demonstrate an awareness of themselves as language learners and how their own history and culture shape their sense of identity, ways of communicating, goal setting and pathways.

B

The student comprehends language to appropriately determine meaning from a range of language texts and text types, both familiar and some unfamiliar. They accurately identify and describe relevant information, ideas, opinions, experiences, language features and structures, and recognise tone, purpose, context and audience.

The student thoughtfully creates spoken/signed and written texts to exchange meaning that is culturally appropriate to context, purpose, audience, and linguistic and cultural conventions. The use of visual, dramatic, musical and/or other artistic communication forms is appropriate. They demonstrate some control of language features and characteristics, structures and textual conventions in expressing, interpreting and negotiating meaning in the target language or SAE. They use appropriate vocabulary and grammatical structures, spelling and punctuation.

The student shows a clear understanding of, and appropriately describes the role of language, culture and identity in the exchange of information, ideas and perspectives. They demonstrate understanding of the target language system by accurately identifying and explaining characteristics of the sound and writing systems and the essential elements and features of the language.

The student appropriately uses accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. Ethical behaviour and appropriate protocols are used when engaging with cultural property.

The student consistently applies practical strategies that facilitate learning in or about the target language, in a range of familiar contexts and some unfamiliar contexts. They demonstrate an awareness of themselves as language learners and how their own history and culture shape their sense of identity, ways of communicating, goal setting and pathways.

C

The student comprehends language to determine meaning from language texts and text types, both familiar and some unfamiliar. They identify and describe relevant information, ideas, opinions, experiences, language features and structures, and recognise tone, purpose, context and audience.

The student creates spoken/signed and written texts to exchange meaning that is culturally appropriate to context, purpose, audience, and linguistic and cultural conventions. The use of visual, dramatic, musical and/or other artistic communication forms is suitable. They use language features and characteristics, structures and textual conventions in expressing, interpreting and negotiating meaning in the target language or SAE. They use vocabulary and grammatical structures, spelling and punctuation.

The student shows an understanding of, and describes the role of language, culture and identity in the exchange of information, ideas and perspectives. They demonstrate understanding of the target language system by identifying and explaining characteristics of the sound and writing systems and the essential elements and features of the language.

The student uses accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. Ethical behaviour and appropriate protocols are used when engaging with cultural property.

The student applies practical strategies that facilitate learning in or about the target language, in a range of familiar contexts and some unfamiliar contexts. They demonstrate an awareness of themselves as language learners and how their own history and culture shape their sense of identity, ways of communicating, goal setting and pathways.

D

The student comprehends some language to determine simple meaning from familiar language texts and text types. They identify and describe basic information, ideas, opinions and experiences, language features and structures, and sometimes recognise tone, purpose, context and audience, although not always successfully.

The student produces spoken/signed and written texts to exchange meaning, although these are often incomplete or not cohesive, and may use visual, dramatic, musical and/or other artistic communication forms.

They use some aspects of language features and characteristics, structures and textual conventions in expressing, interpreting and negotiating meaning in the target language or SAE, with variable success, using a narrow range of vocabulary and grammatical structures, spelling and punctuation.

The student shows partial understanding of the role of language, culture and identity in the exchange of information, ideas and perspectives. They demonstrate understanding of the target language system by identifying and explaining characteristics of the sound and writing systems and the essential elements and features of the language.

The student sometimes uses accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. Ethical behaviour and appropriate protocols are occasionally used when engaging with cultural property.

The student occasionally applies practical strategies that facilitate learning in or about the target language, in familiar contexts. They sometimes demonstrate an awareness of themselves as language learners and how their own history and culture shape their sense of identity, ways of communicating, goal setting and pathways.

E

The student comprehends aspects of language to make fragmented meaning from familiar language texts. They identify isolated information, ideas, opinions and experiences, language features and/or structures, but make narrow use of this information.

The student seldom produces spoken/signed and written texts to exchange meaning, although they may use visual, dramatic, musical and/or other artistic communication forms.

The student rarely uses language features or characteristics, structures or textual conventions in expressing, interpreting or negotiating meaning in the target language or SAE.

The student identifies and can occasionally explain isolated aspects of characteristics, elements and/or features of the target language system.

The student seldom uses accepted protocols when engaging with community, working with Aboriginal peoples and their languages, and working with Torres Strait Islander peoples and their languages. Ethical behaviour and appropriate protocols are rarely used when engaging with cultural property.

The student rarely applies practical strategies that facilitate learning in or about the target language or demonstrates an awareness of themselves as a language learner.

2 Topic 1: Making connections

2.1 Description

Everything is interconnected, people, plants and animals, landforms and celestial bodies are part of a larger reality. In this world, nothing is inanimate, everything is alive; animals, plants, and natural forces, all are energised by a spirit. As such, humans are on an equal footing with nature; are part of nature and are morally obligated to treat animals, plants and landforms with respect. In this world, the invisible and the visible pulse with the same life and the sacred is not separated from the secular, they are interconnected and interactive.

'Indigenous spirituality' <http://australianstogether.org.au/stories/detail/indigenous-spirituality>

Cultural heritage forms the very fabric of our society, our spirituality and our connection with our lands and our very existence. Our waters, our seaways, our skies, our airspace — they're all a part of the complete cycle of who we are and what we're about.

Bob Anderson, Ngugi man of Moreton Island (Moorgumpin) and member of the North Stradbroke Island (Minjerribah) community

This topic provides a context through which students explore and come to understand the local language and Indigenous languages in general, through an appreciation of the interdependence and connectedness that exist for Indigenous peoples among languages, identity, Land and cultures. The topic also focuses on the importance of establishing relationships with local communities and understanding the community, cultural, research and language protocols that must be observed.

Australian Indigenous languages are unique and distinct to this country. Students learn about the history of Aboriginal languages and Torres Strait Islander languages within a national and local community context, including Indigenous worldviews, Aboriginal knowledge, concepts and perspectives and Torres Strait Islander knowledge, concepts and perspectives. They learn about the cultural and sociocultural aspects of language, the relationship between language and culture, the relationship between language and identity, and gain an understanding of behaviours and protocols.

Family, kinship, relatedness and connectedness are the basis of Indigenous worldviews and the philosophy that underpins the development of Indigenous social organisation.

In this topic, the contexts for developing skills in communicating, understanding and learning are the two interrelated sub-topics:

- Kinship
- Country, Place, sea and sky.

Underpinning this topic, and the two sub-topics, is a knowledge and understanding of Australian Indigenous languages. Students learn about:

- the history of language change, shift and loss
- the distribution, spread and location of Australian languages
- the evolution of Aboriginal languages and Torres Strait Islander languages
- the diversity of Australian Aboriginal languages and language varieties, and Torres Strait Islander languages and language varieties.

Students also learn about language as a system of communication and the process of language learning. Where possible, they examine:

- the broad features and structures of the target language (sound, spelling and writing systems, grammar, orthography, morphology)
- conventions in speaking, writing and signing
- ways of communicating
- the role of language in communication
- non-verbal communication styles.

Depending on the health of the language, students learn *in* the target language or *about* the target language. All topics, sub-topics and subject matter have relevance, irrespective of the approach (maintaining language or revitalising language), or whether students are first or second language learners.

2.2 Objectives

The objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each objective must be assessed at least once.

Students will:

Objectives	1A	1B
1. <u>comprehend language</u> to <u>identify</u> information, ideas, opinions and experiences in exploring the connections between family, community and the <u>Land</u>	•	
2. <u>create</u> spoken/signed and written <u>texts</u> to exchange meaning about connections between family, community and the Land	•	
3. <u>understand</u> the role of language, <u>culture</u> and <u>identity</u> in the exchange of meaning about connections between family, community and the Land	•	
4. <u>demonstrate</u> understanding of the language system in communications about family, community and the Land	•	
5. <u>use</u> culturally appropriate <u>protocols</u> and ethical behaviour when establishing connections and maintaining relationships with local communities and <u>developing</u> language	•	•
6. plan and <u>apply</u> learning strategies to achieve learning outcomes associated with making connections, establishing relationships with local communities, and understanding the protocols that must be observed.		•

2.3 Sub-topics

2.3.1 Sub-topic 1: Kinship

Kinship is at the heart of Indigenous society. A person's position in the kinship system establishes their relationship to others and to the universe, prescribing their responsibilities towards other people, the land and natural resources.

Law Reform Commission of Western Australia, 2006, *Aboriginal Customary Laws: The interaction of Western Australian law with Aboriginal law and culture, Final report*

In this sub-topic, students learn that, in Aboriginal societies and Torres Strait Islander societies, family is fundamental to both personal and collective identity. It is the cornerstone of culture, spirituality and identity, it provides psychological and emotional support, and is more broadly defined than within non-Indigenous cultures. Those involved in children's lives, and helping to raise them, commonly include not only grandparents, aunts, uncles, cousins, nieces and nephews, but also other members of the community who are considered to be 'family'.

Aboriginal peoples and Torres Strait Islander peoples have a complex system of family relations. This 'kinship system' determines how people relate to each other and their role, responsibilities and obligations in relation to one another, to ceremonial business and to Land. Extended family relationships are the core of Aboriginal kinship systems and Torres Strait Islander kinship systems and are central to the way culture is passed on and society is organised.

Communication behaviours and protocols guide the ways in which people interact. Students develop knowledge and understanding of the protocols necessary for engaging with Aboriginal communities and Torres Strait Islander communities. They learn the protocols for language use and the associated cultural mores that enable them to engage in respectful relationships with local communities.

Subject matter may include:

- identity — personal, social, cultural
- home, family life and relationships
- understanding of kinship and kinship terms: kinship lore, skin name, totem, moiety
- traditional and contemporary community life and connections
- traditional owners and local community Elders
- localised histories, e.g. personal, family and local community histories
- cultural and spiritual obligations
- customs, ceremonies and protocols
 - protocols for language use
 - protocols for accessing sacred sites
 - cultural and community protocols
 - values, respect, reciprocity
 - using knowledge meaningfully
 - working respectfully
 - secret and sacred business
 - open/outside and closed/inside knowledges

- rights and responsibilities
- culturally safe practices
- Welcome to Country; Acknowledgment of Country
- research and referencing conventions and protocols.

2.3.2 Sub-topic 2: Country, Place, sea and sky

Land is a central part of the connection to country and to our identity as people. Many of our significant sites, landscapes, customs and stories focus on connection to land. Land is therefore very important to our culture, history and future.

Lockhart River Aboriginal Shire Council, 'Planning scheme: 2015'

In this sub-topic, students learn that Aboriginal peoples and Torres Strait Islander peoples express significant connections to the natural environment, country and places through language.

Elements within the natural environment have particular stories, songs and relationships unique to individual language groups and communities and are described in interconnected ways. The language used to describe relationships to Country, Place, sea and sky changes depending on the context and time.

Students learn that language is deeply connected to Aboriginal communities and Torres Strait Islander communities, their lands and environments. Aboriginal stories and storytelling and Torres Strait Islander stories and storytelling can occur in a range of modes, including dance, song and spoken/signed texts, to express relationships with Country, Place, sea and sky. Learning about language and Aboriginal communities and Torres Strait Islander communities comes from listening to, and engaging with, local community people.

Subject matter may include:

- geographical location of the target language
- the natural environment
 - landscapes, seascapes and cityscapes
 - topographical features of the region
 - local environment and phenomena
 - seasons and cycles
 - fire and water; night sky and stars; meteorological phenomena; tides and the moon
 - bush tucker
 - conservation and sustainability practices, past and present
- descriptions of animals, plants and other living and non-living things
- resource use and sustainability; landcare
- The Dreaming, Augadth Time, Zogo Time
- songlines, and the relationships with the Land and sea, sky and constellations, plants and animals
- the interdependence of languages, identity, Land and cultures, for example, language and country; language and place; language, culture and environment.

2.4 Assessment

The assessment for this topic consists of two parts:

- a project (internal assessment 1A)
- a student learning journal (internal assessment 1B)

At least one written *and* one spoken/signed component must be included across both projects (i.e. 1A and 2A).

2.4.1 Internal assessment 1A: Project — Exploring connections

Description

This assessment is an independent student work that is a response to a single task, situation, stimulus and/or scenario. It provides students with an authentic or real-world opportunity to demonstrate their learning and their developing skills in the target language. While students may undertake some research in the development of the project, it is not the focus of this technique.

The project must use subject matter from Topic 1: Making connections. The focus for the project must be drawn from either Sub-topic 1: Kinship or Sub-topic 2: Country, Place, sea and sky.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend language to identify information, ideas, opinions and experiences in exploring the connections between family, community and the Land
2. create spoken/signed or written texts to exchange meaning about the connections between family, community and the Land
3. understand the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land
4. demonstrate understanding of the language system when identifying and explaining its characteristics, elements and features
5. use culturally appropriate protocols and ethical behaviour when establishing connections and maintaining relationships with local communities.

Note: Objective 6 is not assessed in this instrument.

Specifications

In this project, students investigate the interdependence and connectedness that exist for Aboriginal peoples and/or Torres Strait Islander peoples among languages, identity, Land and cultures. They may look at kinship and skin names, contemporary community life, celebrations and special occasions, connections to the natural (local) environment, country and places. In presenting their findings, students will use the target language and/or Standard Australian English (SAE), and other communication media, as appropriate.

Projects in Aboriginal & Torres Strait Languages may involve students in individual or group activities. They incorporate inquiry processes involving decision-making, goal setting and time management. When students undertake assessment in a group or team, instruments must be

designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

The student response consists of **at least two** different assessable components, **one of which must be either a written component or a spoken/signed component**, and one other chosen from:

- written
- spoken/signed
- multimodal
- performance
- product.

These components may be demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

Note:

Spoken delivery of a written component or a transcript of a spoken component (whether written, electronic or digital) constitutes one component, not two.

Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, photographs, data, graphs, tables, flow charts, drawings and/or diagrams.

Examples of written components include:

- articles for magazines or journals
- brochures
- essays
- reviews
- blogs
- reports, which will normally be presented with section headings, and may include tables and analysis of data supported by references.

Where possible, students should use the target language, or aspects of the target language, to create written texts relevant to their communication needs and suitable for the setting, audience and text type. Through writing, students communicate to convey meaning that is intelligible to a background speaker.

Spoken/signed component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (i.e. through the use of technology) for a particular purpose.

Examples of spoken components include:

- oral presentations
- formal speeches/presentations
- one-to-one interviews or conversations

- small-group discussions
- debates
- podcasts
- seminars
- question and answer sessions
- role plays.

Where possible students should use the target language, or aspects of the target language, to create spoken texts and to respond in situations relevant to their communication needs in a manner suitable for the setting, audience and text type. Through speaking and using non-verbal language, students communicate to convey meaning that is intelligible to a background speaker.

Multimodal component

This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow all modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- non-verbal, e.g. physical, visual, auditory.

Examples of multimodal components include:

- digital presentations
- vodcasts
- seminars
- webinars.

The multimodal component can be a live/virtual presentation or a digital presentation. Examples of presentations include delivery of a slide show, short video clip or webinar. An example of a digital presentation is a webpage with embedded media (graphics, images, audio or video).

A variety of technologies may be used in the creation or presentation of the component.

Note: Replication of a written document into an electronic or digital format does not constitute a multimodal component.

Performance component

A performance component involves student application of identified skills (cognitive, technical, physical, aural and/or creative/expressive) when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent.

This component demonstrates a student's communication skills through an artistic form of communication such as a dramatic, dance or music performance, or a practical demonstration in a simulated or real situation.

Through the use of body language (e.g. gestures, posture, facial expressions, eye contact), drama (including mime), musical forms (e.g. singing/song writing, instrumental music), dance, and symbolic representations and interpretations, students are able to convey meaning appropriate to the target language community and cultural context.

These forms of communication may also include aspects of spoken/signed or written language, in the target language, where possible, and/or SAE.

Product component

A product component refers to the production of an item/s and involves student application of identified skills (cognitive, technical, physical, aural and/or creative/expressive) when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent.

This component demonstrates a student's communication skills through the development and production of a physical article.

A student may use features of non-verbal language to communicate through an artistic form of expression or through an artefact that communicates Indigenous knowledges, ways of knowing and linguistic skills encountered in the course of study.

Song, dance, art and craft making help to pass on specific cultural practices, values, language and laws, histories, community connections and family relationships. Some of the traditional ways to share oral histories, kinship connections and connections to Country/Place are: on message sticks, through a story in sand or a painting on rock or bark, and through ceremonies and body art.

Combining any of these components in a project is an authentic way of illustrating Indigenous oral traditions of storytelling.

Possible types of artistic product include artworks such as paintings, drawings or 3D representations. Artistic forms of communication may also include aspects of spoken or written language, in the target language where possible and/or SAE.

Examples of products include:

- dioramas
- brochures
- infographics
- webpages
- artistic forms (artwork, painting, rock or bark painting, body art, drawing or 3D representation)
- artefacts and crafts.

Examples of projects about 'Exploring connections'

- investigation of the cultural significance of the local Land:
 - written or spoken/signed component, using the target language where possible
 - creation of an artwork or dramatic performance depicting the cultural significance of the Land and the relationship between land, water, sea and sky
- presentation to the class on contemporary community life, or community life — past and present:
 - written or spoken/signed component, using the local language where possible

- preparation of video footage in a documentary style, showcasing life in the community (or past to the present)
- opportunity for a question and answer session, using the target language where possible
- investigation of local community and special occasions:
 - written or spoken/signed component, using the target language where possible
 - multi-arts presentation — visual and/or performing arts
 - development of a webpage
- exploration of local connections to Country/Place — physical features, geography and climate, seasons, conservation and sustainability practices, animals, plants, other living and non-living things:
 - spoken/signed or written commentary, using the target language where possible
 - composition of a song describing these connections
 - preparation of an illustrated brochure or webpage about the local community, using the local language where possible
- compilation of an illustrated dictionary of target language words and phrases:
 - spoken component — seminar on the development of the dictionary
 - production of a print or electronic version of the dictionary
- investigation of the local totem/s and the connection to the target language community:
 - written or spoken component/presentation, using the target language where possible
 - representation of the totem/s in artistic form (song, dance, artwork, artefact).

Notes:

- Teachers need to be aware of the protocols around open and closed knowledge, cultural property and copyright.
- Protocols for reproducing images and symbolic representations must be observed.
- Permission must be sought for audio and/or video recording of cultural and language material.
- The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.
- Spoken delivery of a written component, or a transcript of a spoken component (whether written, electronic or digital), constitutes **one** component, not two.

Conditions

This assessment occurs over an extended and defined period of time.

- Duration: approximately five weeks, both class time and students' own time. Students should be given some continuous class time to develop the integrated project.
- Format: The student response can be in the target language and/or SAE.
- Length:
 - written 400–700 words
 - spoken/signed 1½–3½ minutes

- multimodal (live presentation) 2–4 minutes
- digital presentation (e.g. digital book, slide show); six A4 pages maximum (or equivalent); 10–15 digital pages/slides
- As appropriate to the task:
 - live dramatic, dance or music performance (plus video or sound recording as evidence) (1½–2 minutes individual performance)
 - original song (minimum of 16 bars or 30 seconds)
 - original artwork (or photographic evidence), variable conditions
 - artefact (or photographic evidence), variable conditions
 - digital product (e.g. webpage), variable conditions
 - brochure, variable conditions.

Notes:

- With regard to product components, schools should consider the complexity of producing the product and guide students accordingly, so that works are possible to complete with available resources and within the allocated time.
- All of the above must include an artist’s statement that assists audience understanding of the work and its significance/relevance to the project title (maximum 150–250 words).
- If providing indirect evidence for artworks, consider photographing evidence of the art-making process.

Summary of the instrument-specific standards

The following table summarises the criteria and assessment objectives for the project.

Criterion	Objectives
Communicating	1, 2
Understanding	3, 4
Learning	5

Note: Objective 6 is not assessed in this instrument.

Instrument-specific standards

Communicating, understanding and learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> comprehension of <u>language</u> to <u>effectively identify</u> information, ideas, opinions and experiences from a broad range of <u>language texts</u> and <u>text types</u>, both <u>familiar</u> and some <u>unfamiliar</u>, in exploring the connections between family, community and the <u>Land</u> <u>creation</u> of a <u>cohesive</u> spoken/signed or written <u>text</u> to effectively exchange meaning about the connections between family, community and the Land <u>thorough understanding</u> of the role of language, <u>culture</u> and <u>identity</u> in the exchange of meaning about connections between family, community and the Land <u>understanding</u> of the language system through <u>clear</u> and <u>accurate</u> identification and explanation of its <u>characteristics</u>, <u>elements</u> and features <u>consistent</u> and effective <u>use</u> of accepted <u>protocols</u> and ethical behaviour when establishing connections and maintaining relationships with local communities. 	A
<ul style="list-style-type: none"> comprehension of language to <u>appropriately</u> identify information, ideas, opinions and experiences from a range of language texts and text types, both familiar and some unfamiliar, in exploring the connections between family, community and the Land creation of a spoken/signed or written text to <u>thoughtfully</u> exchange meaning about the connections between family, community and the Land clear understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land understanding of the language system through accurate identification and explanation of its characteristics, elements and features appropriate use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	B
<ul style="list-style-type: none"> comprehension of language to identify information, ideas, opinions and experiences from language texts and text types, both familiar and some unfamiliar, in exploring the connections between family, community and the Land creation of a spoken/signed or written text to exchange meaning about the connections between family, community and the Land understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land understanding of the language system through identification and explanation of its characteristics, elements and features use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	C
<ul style="list-style-type: none"> comprehension of some language to identify information, ideas, opinions and experiences from familiar language texts and text types, in exploring the connections between family, community and the Land creation of a spoke/signed or written text to exchange meaning about the connections between family, community and the Land that is often incomplete or not cohesive <u>partial</u> understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land some understanding of the language system through occasional identification and <u>simple</u> explanation of its characteristics, elements and features some use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	D

<ul style="list-style-type: none"> • comprehension of <u>aspects</u> of language to identify <u>isolated</u> information, ideas, opinions and/or experiences from simple familiar language texts, in exploring the connections between family, community and the Land • infrequent creation of a spoken/signed or written text to exchange meaning about the connections between family, community and the Land • <u>vague</u> understanding of the role of language, culture and identity in the exchange of meaning about connections between family, community and the Land • identification and/or <u>disjointed</u> explanation of isolated aspects characteristics, elements and/or features of the language system • isolated use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities. 	E
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2.4.2 Internal assessment 1B: Student learning journal

Description

As part of this assessment, students are required to maintain a learning journal that contains a range and balance of entries and activities that reflect on contexts and processes (sociocultural, cognitive and metacognitive) encountered during this topic.

It is a purposeful collection of work/writings that helps define students' efforts and achievements in the core skill of 'learning'. The learning journal can be used to document a variety of information, ideas, thoughts, learning (strategies) and working processes, and should contain decisions made and reasons for these decisions.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

5. use culturally appropriate protocols and ethical behaviour when establishing connections and maintaining relationships with local communities and developing language
6. plan and apply learning strategies to achieve learning outcomes associated with making connections, establishing relationships with local communities, and understanding the protocols that must be observed.

Note: Objectives 1, 2, 3 and 4 are not assessed in this instrument.

Specifications

The learning journal for Aboriginal & Torres Strait Islander Languages consists of individual student responses to, and personal thoughts about, their studies in Aboriginal languages and culture and Torres Strait Islander languages and culture. It represents thinking and learning practices as they develop over the topic of study. This is a significant part of the student's language investigations.

The learning journal chronicles the student's progress through the topic of study and comprises a range of entries and a record of activities that represent reflections on contexts and processes. It documents the student's learning progress through the Indigenous inquiry process and their developing communication skills in the target language. It helps them make sense of what they have been learning as they move towards meeting the objectives of the course and allows them to practise their writing skills in the target language, wherever possible, and in SAE in an open-ended format that encourages the same thought processes that are used in analytical writing.

When students reflect on their own thoughts, ideas, feelings and learning, it encourages the development of metacognitive skills by helping them self-evaluate and sort what they know from what they do not know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. These reflections could include findings, solved and unsolved problems, analytical and evaluative responses to stimulus materials such as cartoons, newspaper and magazine articles, photos, classroom video and audiotapes, oral histories, responses to guest speakers, and Indigenous issues.

Entries in a learning journal can include:

- reflections on the student's language investigations and issues raised
- reflections on class studies and course subject matter
- reflections on, and feelings about, visits on Country and engagement with Elders and other community members

- reflections on how student's own history and culture shape their sense of identity, their ways of communicating, their goal setting and pathways, and their willingness to seek new challenges
- considerations regarding the planning and development of the project, documentation of the process undertaken, decisions made and reasons, and reflections on the outcome
- thoughts and feelings about themselves as language learners and as contemporary documenters of an Aboriginal language or Torres Strait Islander language
- thoughts about how to manage their learning and acquire practical strategies that facilitate learning in or about the target language
- thoughts and feelings about the importance of intergenerational collaboration in reviving and maintaining languages
- how the subject learning is related to learning in other ways and other subjects
- interesting points found in readings and research, and issues raised as a result
- notes from or concerning relevant material encountered, e.g. in newspaper articles, radio/TV programs, web-based articles and reports
- questions that arise at any time, including thoughts and ideas that are not yet fully formed.

Through the items selected and the student's individual responses, the learning journal should demonstrate an increased awareness and understanding of the student's own identity in the target language community (where applicable), their identity within Australian society, Aboriginal peoples' issues and perspectives, Torres Strait Islander peoples' issues and perspectives, and the student's developing skills in the target language.

Conditions

- Mode: may be presented in written, visual, digital and/or multimodal form
- Where possible, entries in the target language should be included.
- Other:
 - may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations
 - might contain annotated presentation notes in response to Aboriginal language issues or Torres Strait Islander language issues in inquiry, teacher observation sheets, and/or self and peer assessment.

Teacher observations and interviews

Observations and interviews can provide opportunities for teachers to record their observations of students in the teaching and learning situation, to assist them in completing tasks, and authenticate their work.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) at the conclusion of the presentation of the project can also provide information about students' learning and engagement with the task.

Summary of the instrument-specific standards

The following table summarises the criteria and assessment objectives for the student learning journal.

Criterion	Objectives
Learning	5, 6

Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • <u>consistent</u> and <u>effective use</u> of accepted <u>protocols</u> and ethical behaviour when establishing connections and maintaining relationships with local communities • <u>purposeful</u> planning and <u>application</u> of learning strategies to achieve learning outcomes. 	A
<ul style="list-style-type: none"> • appropriate use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • logical planning and application of learning strategies to achieve learning outcomes. 	B
<ul style="list-style-type: none"> • use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • planning and application of learning strategies to achieve learning outcomes. 	C
<ul style="list-style-type: none"> • some use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • occasional planning and application of learning strategies to achieve learning outcomes. 	D
<ul style="list-style-type: none"> • <u>isolated</u> use of accepted protocols and ethical behaviour when establishing connections and maintaining relationships with local communities • infrequent planning and application of learning strategies to achieve learning outcomes. 	E

3 Topic 2: Storytelling

3.1 Description

It is important that Torres Strait Islanders and Aboriginal peoples yarn their stories. Stories are important to our people. They give value for life, they are meaningful and they are about a belief system. They are about moral values and they are about directing us as human beings to interact in society.

John Whop, Cultural Broker, Mabuiag Island Elder, *Stories and Tagai: Traditional stories from the Torres Strait*, State Library Queensland⁵

This topic provides a context through which students explore and come to understand the target language, and Aboriginal languages and Torres Strait Islander languages in general, through an appreciation of the importance of stories, storytelling and ‘yarning’ for Aboriginal peoples and Torres Strait Islander peoples.

In this topic, the contexts for developing skills in communicating, understanding and learning are the two interrelated sub-topics:

- Stories as cultural expression
- My story.

Underpinning this topic, and the two sub-topics, is a knowledge and understanding of Australian Indigenous languages. Students learn about:

- the history of language change, shift and loss
- the distribution, spread and location of Australian languages
- the evolution of Aboriginal languages and Torres Strait Islander languages
- the diversity of Australian Aboriginal languages and language varieties, and Torres Strait Islander languages and language varieties.

Students also learn about language as a system of communication and the process of language learning. Where possible, they examine:

- the broad features and structures of the target language (sound, spelling and writing systems, grammar, orthography, morphology)
- conventions in speaking, writing and signing
- ways of communicating
- the role of language in communication
- non-verbal communication styles.

Depending on the health of the language, students learn *in* the target language or *about* the target language. All topics, sub-topics and subject matter have relevance, irrespective of the approach (maintaining language or revitalising language), or whether students are first or second language learners.

⁵ Presented at the 2012 MyLanguage Conference held at the State Library of Queensland.
<http://aboriginalastronomy.blogspot.com.au/2013/07/stories-under-tagai-traditional-stories.html>

3.2 Objectives

Objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the topic. Each objective must be assessed at least once.

Students will:

Objectives	2A	2B
1. <u>comprehend language</u> to <u>identify</u> information, ideas, opinions and experiences in stories	•	
2. <u>create</u> spoken/signed or written <u>texts</u> to exchange meaning through stories and storytelling	•	
3. <u>understand</u> the role of language, <u>culture</u> and <u>identity</u> in the exchange of meaning through stories and storytelling	•	
4. <u>demonstrate</u> understanding of the language system in stories and storytelling	•	
5. <u>use</u> culturally appropriate <u>protocols</u> and ethical behaviour when telling or accessing stories	•	•
6. <u>plan</u> and <u>apply</u> learning strategies to achieve learning outcomes as they <u>reflect on</u> how their own history and culture shape their sense of identity and ways of communicating.		•

3.3 Sub-topics

3.3.1 Sub-topic 1: Stories as cultural expression

Aboriginal communities and Torres Strait Islander communities keep their cultural heritage alive by passing their knowledge, arts, rituals and performances from one generation to another, speaking and teaching languages, protecting cultural materials, sacred and significant sites, and objects.

Australian Indigenous cultural heritage, www.australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage

In this sub-topic, students explore stories as vehicles for passing on a community's accumulated knowledge, history, spirituality, culture and wisdom.

Aboriginal Dreamtime stories are like oral textbooks. The storyteller custodian's role is really that of cultural educator. While they are fascinating to hear, the structure and form of a traditional Dreamtime story is unique. A Dreamtime story can cover several topics, a range of subject matter and be suitable for all age groups. Aboriginal communities regularly sat and listened to storytellers unfold the stories from the Dreamtime, or tell of daily happenings, such as hunts and battles. The written word was unknown in Aboriginal culture, so the storytelling tradition is an oral one. The storyteller's role is not just to entertain but to preserve their culture, while educating the growing generation of children and young adults in the history, traditional values and lore of their people.

Dreamtime stories are the oral form of the spiritual Dreaming, which comprises Art: the visual form, Customs: the practical form, Dance: the physical form, Music: the acoustic form, Totems: the spiritual forms, Lore: the cultural form and Lands: the geographical forms. Together they form an all-encompassing, mystical whole — The Dreaming.⁶

Torres Strait Islanders are a saltwater people, proud of their separate and distinct culture, rich in language, music and dance, strong in dignity and community solidarity, and exuberant in spirit.⁷ Their culture is closely linked to the stars, which inform Islander laws, customs and practice.

Torres Strait Islander knowledge and wisdom is recorded and handed down in the form of story, song, dance, ceremony and artefacts. Islander astronomy contains practical information about the natural world, which is essential for survival and cultural continuity. Islander culture is linked to Tagai — the creation deity that is represented by a constellation of stars that spans across the southern sky.⁸

Subject matter may include:

- storytelling as a means of communication and of sharing oral histories and traditions, including giving instructions and directions, helping to pass on specific cultural practices and values, language and laws, beliefs, customs and practices
- storytelling through cultural expression — literature and poetry, music, song, dance, art, visual design, craft making
- language stories, spiritual stories, creation beliefs, stories of particular areas
- traditional and contemporary Aboriginal writers and artists, and Torres Strait Islander writers and artists

⁶ Adapted from *Australian Aboriginal Storytelling*, Helen McKay www.australianstorytelling.org.au/storytelling-articles/a-d/australian-aboriginal-storytelling-helen-mckay

⁷ www.awakening.qm.qld.gov.au/The+Exhibition/Torres+Strait+Islanders/#.WadIMrIjFhE

⁸ <https://theconversation.com/a-shark-in-the-stars-astronomy-and-culture-in-the-torres-strait-15850>

- stories, songs, songlines and relationships with, for example, the land and water, sky and constellations, plants and animals, and social and ecological relationships
- traditional and Dreaming stories, including web-based and animated Dreaming stories
- stories from *Bipo Taim* and *Bipo Bipo Taim*
- traditional ways of sharing oral histories, for example
 - message sticks
 - a story in sand or a painting on rock or bark
 - ceremonies
 - songs, dance and mime
 - body art
- contemporary ways of sharing oral histories, for example
 - visual arts and drama productions
 - contemporary songs
 - poetry
 - radio, film, television and video
 - computers, CDs, DVDs
- popular culture.

3.3.2 Sub-topic 2: My story

A lot of my identity as an Aboriginal person is about family. Shari Sebbens, actor

Culture provides children with a strong sense of identity and belonging.

The Secretariat of National Aboriginal and Islander Child Care (SNAICC)

This sub-topic provides opportunity for students to reflect on their own language and culture and how these have shaped their identity. Students may wish to include other aspects of their life and aspirations to tell their personal story.

Subject matter may include:

- personal, family and local histories
- community life and connections
- friends and relationships
- personal experiences
- school life
- cultural expression
- spirituality, beliefs and practices
- hobbies and interests
- leisure and recreation activities
- holidays and travel
- sports and keeping fit
- future plans and aspirations.

3.4 Assessment

The assessment for this topic consists of two parts:

- a project (Internal assessment 2A)
- a student learning journal (Internal assessment 2B)

At least one written *and* one spoken/signed component must be included across both projects (i.e. 1A and 2A).

3.4.1 Internal assessment 2A: Project — The art of storytelling

Description

This assessment is an independent student work that is a response to a single task, situation, stimulus and/or scenario. It provides students with an authentic or real-world opportunity to demonstrate their learning and their developing skills in the target language. While students may undertake some research in the development of the project, it is not the focus of this technique.

The project must use subject matter from Topic 2: Storytelling. The focus for the project must be drawn from either Sub-topic 1: Stories as cultural expression, or Sub-topic 2: My story.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. comprehend language to identify information, ideas, opinions and experiences in stories
2. create spoken/signed or written texts to exchange meaning through stories and storytelling
3. understand the role of language, culture and identity in the exchange of meaning through stories and storytelling
4. demonstrate understanding of the language system through stories and storytelling
5. use culturally appropriate protocols and ethical behaviour when telling or accessing stories.

Note: Objective 6 is not assessed in this instrument.

Specifications

In this project, students will investigate an aspect of stories and storytelling, and discuss its importance in keeping cultural heritage alive and passing local knowledge, arts, rituals and performances from one generation to another. In presenting their findings, students will use the target language and/or SAE, and other communication media, as appropriate.

Projects in Aboriginal & Torres Strait Languages may involve students in individual or group activities. They incorporate inquiry processes involving decision-making, goal setting and time management. When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

A project consists of at least two different assessable components, **one of which must be a written or spoken/signed component**, and one other chosen from:

- written
- spoken/signed

- multimodal
- performance
- product.

These components may be demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

Notes:

Spoken delivery of a written component, or a transcript of a spoken component (whether written, electronic or digital) constitutes one component, not two.

Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, photographs, data, graphs, tables, flow charts, drawings and/or diagrams.

Examples of written components include:

- articles for magazines or journals
- brochures
- essays
- reviews
- blogs
- reports, which will normally be presented with section headings, and may include tables, and analysis of data supported by references.

Where possible, students should use the target language, or aspects of the target language, to create written texts relevant to their communication needs and suitable for the setting, audience and text type. Through writing, students communicate to convey meaning that is intelligible to a background speaker.

Spoken/signed component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (i.e. through the use of technology) for a particular purpose.

Aboriginal oral communication is greatly valued, as it is through oral communication that stories, concepts and beliefs about The Dreaming are passed from one generation to the next and help to understand the past, present and future.

Examples of spoken components include:

- oral presentations
- oral storytelling
- formal speeches/presentations
- one-to-one interviews or conversations
- small-group discussions

- debates
- podcasts
- seminars
- question and answer sessions
- role plays.

Where possible, students should use the target language, or aspects of the target language, to create spoken texts and to respond in situations relevant to their communication needs in a manner suitable for the setting, audience and text type. Through speaking and using non-verbal language, students communicate to convey meaning that is intelligible to a background speaker.

Multimodal component

This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow all modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- non-verbal, e.g. physical, visual, auditory.

Examples of multimodal components include:

- digital presentations
- vodcasts
- seminars
- webinars.

The multimodal component can be a live/virtual presentation or a digital presentation. Examples of presentations include delivery of a slide show, short video clip or webinar. An example of a digital presentation is a webpage with embedded media (graphics, images, audio or video).

A variety of technologies may be used in the creation or presentation of the component.

Note: Replication of a written document into an electronic or digital format does not constitute a multimodal component.

Performance component

A performance component involves student application of identified skills (cognitive, technical, physical, aural and/or creative/expressive) when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent.

This component demonstrates a student's communication skills through an artistic form of communication such as a dramatic, dance or music performance, or a practical demonstration in a simulated or real situation.

Through the use of body language (e.g. gestures, posture, facial expressions, eye contact), drama (including mime), musical forms (e.g. singing/song writing, instrumental music), dance, and symbolic representations and interpretations, students are able to convey meaning appropriate to the target language community and cultural context.

Traditional ways of sharing oral histories are by storytelling through songs, dance and mime.

These forms of communication may also include aspects of spoken/signed or written language, in the target language where possible and/or SAE.

Product component

A product component refers to the production of an item/s and involves student application of identified skills (cognitive, technical, physical, aural and/or creative/expressive) when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent.

This component demonstrates a student's communication skills through the development and production of a physical article.

A student may use features of non-verbal language to communicate through an artistic form of expression or through an artefact that communicates Indigenous knowledges, ways of knowing and linguistic skills encountered in the course of study.

Song, dance, art and craft making help to pass on specific cultural practices, values, language and laws, histories, community connections and family relationships. Some of the traditional ways to share oral histories are on message sticks, through a story in sand or a painting on rock or bark, and through ceremonies and body art.

Combining any of these components in a project is an authentic way of illustrating Indigenous oral traditions of storytelling.

Possible types of artistic product are artworks such as paintings, drawings or 3D representations. Artistic forms of communication may also include aspects of spoken/signed or written language, in the target language where possible and/or SAE.

Examples of products include:

- dioramas
- brochures
- infographics
- webpages
- artistic forms (artwork, painting, rock or bark painting, body art, drawing or 3D representation)
- artefacts and crafts.

Examples of projects about 'The art of storytelling'

- creation and narration of a story, using the target language where possible
- re-writing, with permission, of a published contemporary story in the target language
- investigation of the story (life, work and contributions) of a significant Aboriginal artist (writer, painter, musician) or Torres Strait Islander artist; students could
 - deliver a seminar on the artist or write a magazine/newspaper article, using the local language where possible
 - develop a brochure or webpage about the artist
- writing a children's book that tells a story about, for example, the local area, traditions, heritage, events, celebrations or animal/s; students could
 - produce an illustrated fiction or non-fiction book in the target language, or a combination of the target language and SAE
 - promote the book by means of a blog, webpage, brochure or flyer, using the target language where possible.

- creation of a digital storybook in the local language, or combination of the target language and SAE.

The written/spoken/signed component of the project may be supported with:

- visual illustration/s
- dramatic representation, and/or
- representation of the story in song, dance or poetry.

Notes:

- Teachers need to be aware of the protocols around open and closed knowledge, cultural property and copyright.
- Protocols for reproducing images and symbolic representations must be observed.
- Permission must be sought for audio and/or video recording of cultural and language material.
- The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.
- Spoken delivery of a written component, or a transcript of a spoken component (whether written, electronic or digital), constitutes **one** component, not two.

Conditions

This assessment occurs over an extended and defined period of time.

- Duration: approximately five weeks, both class time and students' own time. Students should be given some continuous class time to develop the integrated project.
- Format: The student response can be in the target language and/or SAE.
- Length:
 - written 400–700 words
 - spoken/signed 1½–3½ mins
 - multimodal (live presentation) 2–4 minutes
 - digital presentation (e.g. digital book, slide show); six A4 pages max (or equivalent); 10–15 digital pages/slides
- As appropriate to the task:
 - live dramatic, dance or music performance (plus video or sound recording as evidence) (1½–2 mins individual performance)
 - original song (minimum 16 bars or 30 secs)
 - original artwork (or photographic evidence), variable conditions
 - artefact (or photographic evidence), variable conditions
 - digital product (e.g. webpage), variable conditions
 - brochure or flyer, variable conditions.

Notes:

- With regard to product components, schools should consider the complexity of producing the product and guide students accordingly, so that works are possible to complete with available resources and within the allocated time.

- All of the above must include an artist's statement that assists audience understanding of the work and its significance/relevance to the project title (maximum 150–250 words).
- If providing indirect evidence for artworks, consider photographing evidence of the art-making process.

Summary of the criteria to be assessed

The following table summarises the criteria and assessment objectives for the learning journal.

Criteria	Objectives
Communication	1, 2
Understanding	3, 4
Learning	5

Note: Objective 6 is not assessed in this instrument.

Instrument-specific standards

Communicating, understanding and learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • comprehension of <u>language</u> to <u>effectively identify</u> information, ideas, opinions and experiences from a range of stories and storytelling experiences, both <u>familiar</u> and some <u>unfamiliar</u> • <u>creation</u> of a <u>cohesive</u> spoken/signed or written <u>text</u> to effectively exchange meaning through stories and storytelling • <u>thorough understanding</u> of the role of language, <u>culture</u> and <u>identity</u> in the exchange of meaning through stories and storytelling • <u>understanding</u> of the language system through <u>clear</u> and <u>accurate</u> identification and explanation of <u>characteristics</u>, <u>elements</u> and features of the language used in stories and storytelling • <u>consistent</u> and effective <u>use</u> of accepted <u>protocols</u> and ethical behaviour when telling or accessing stories. 	A
<ul style="list-style-type: none"> • comprehension of language to <u>appropriately</u> identify information, ideas, opinions and experiences from a range of stories and storytelling experiences, both familiar and some unfamiliar • creation of a spoken/signed or written text to <u>thoughtfully</u> exchange meaning through stories and storytelling • clear understanding of the role of language, culture and identity in the exchange of meaning through stories and storytelling • understanding of the language system through accurate identification and explanation of characteristics, elements and features of the language used in stories and storytelling • appropriate use of accepted protocols and ethical behaviour when telling or accessing stories. 	B

<ul style="list-style-type: none"> • comprehension of language to identify information, ideas, opinions and experiences from a range of stories and storytelling experiences, both familiar and some unfamiliar • creation of a spoken/signed or written text to exchange meaning through stories and storytelling • understanding of the role of language, culture and identity in the exchange of meaning through stories and storytelling • understanding of the language system through identification and explanation of characteristics, elements and features of the language used in stories and storytelling • use of accepted protocols and ethical behaviour when telling or accessing stories. 	C
<ul style="list-style-type: none"> • comprehension of some language to identify information, ideas, opinions and experiences from familiar stories and storytelling experiences • production of a spoken/signed or written text to exchange meaning through stories and storytelling • <u>partial</u> understanding of the role of language, culture and identity in the exchange of meaning through stories and storytelling • some understanding of the language system through occasional identification and <u>simple</u> explanation of characteristics, elements and features of the language used in stories and storytelling • some use of accepted protocols and ethical behaviour when telling or accessing stories. 	D
<ul style="list-style-type: none"> • comprehension of <u>aspects</u> of language to identify <u>isolated</u> information, ideas, opinions and/or experiences from simple familiar stories • infrequent production of a spoken/signed or written text to exchange through stories and storytelling • <u>vague</u> understanding of the role of language, culture and identity in the exchange of meaning through stories and storytelling • identification and/or <u>disjointed</u> explanation of isolated aspects, characteristics, elements and/or features of the language system as used in stories and storytelling • isolated use of accepted protocols and ethical behaviour when telling or accessing stories. 	E

3.4.2 Internal assessment 2B: Student learning journal

Description

As part of this assessment, students are required to maintain a learning journal that contains a range and balance of entries and activities that reflect on contexts and processes (sociocultural, cognitive and metacognitive) encountered during this topic.

It is a purposeful collection of work/writings that helps define students' efforts and achievements in the core skill of 'learning'. The learning journal can be used to document a variety of information, ideas, thoughts, learning (strategies) and working processes, and should contain decisions made and reasons or justifications for these decisions.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

5. use culturally appropriate protocols and ethical behaviour when establishing and maintaining relationships with local communities and developing language
6. plan and apply learning strategies to achieve learning outcomes associated with making connections, establishing relationships with local communities, and understanding the protocols that must be observed.

Note: Objectives 1, 2, 3 and 4 are not assessed in this instrument.

Specifications

The learning journal for Aboriginal & Torres Strait Islander Languages consists of individual student responses to, and personal thoughts about, their studies in Aboriginal languages and culture and Torres Strait Islander languages and culture. It represents their thinking and learning practices as they develop over the topic of study. This is a significant part of the student's language investigations.

The learning journal chronicles the student's progress through the topic of study and comprises a range of entries and a record of activities that represent reflections on contexts and processes through inquiry into Aboriginal languages and culture and Torres Strait Islander languages and culture. It documents or records the student's learning progress through the Indigenous inquiry process and their developing communication skills in the target language. It helps them make sense of what they have been learning as they move towards meeting the objectives of the course and allows them to practise their writing skills, in the target language wherever possible, in an open-ended format that encourages the same thought processes that are used in analytical writing.

When students reflect on their own thoughts, ideas, feelings and learning, it encourages the development of metacognitive skills by helping them self-evaluate and sort what they know from what they do not know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. These reflections could include findings, solved and unsolved problems, analytical and evaluative responses to stimulus materials such as cartoons, newspaper and magazine articles, photos, classroom video and audiotapes, oral histories, responses to guest speakers, and Indigenous issues.

Entries in a learning journal can include:

- reflections on the student's language investigations and issues raised
- reflections on class studies and course subject matter

- reflections on, and feelings about, visits on Country and engagement with Elders and other community members
- reflections on how the student's own history and culture shape their sense of identity, their ways of communicating, their goal setting and pathways, and their willingness to seek new challenges
- considerations regarding the planning and development of the project, documentation of the process undertaken, decisions made and reasons, and reflections on the outcome
- thoughts and feelings about themselves as language learners and as contemporary documenters of an Aboriginal language or Torres Strait Islander language
- thoughts about how to manage their learning and acquire practical strategies that facilitate learning in or about the target language
- thoughts and feelings about the importance of intergenerational collaboration in reviving and maintaining languages
- how the subject learning is related to learning in other ways and other subjects
- interesting points found in readings and research, and issues raised as a result
- notes from or concerning relevant material encountered, e.g. in newspaper articles, radio/TV programs, web-based articles and reports
- questions that arise at any time, including thoughts and ideas that are not yet fully formed.

Through the items selected and the student's individual responses, the learning journal should demonstrate an increased awareness and understanding of their own identity in the target language community (where applicable), their identity within Australian society, Aboriginal peoples' issues and perspectives, Torres Strait Islander peoples' issues and perspectives, and the student's developing skills in the language.

Conditions

- Mode: may be presented in written, visual, digital and/or multimodal form.
- Where possible, entries in the target language or student's home language should be included.
- Other:
 - may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations
 - might contain annotated presentation notes in response to Aboriginal language issues or Torres Strait Islander language issues in inquiry, teacher observation sheets, and/or self and peer assessment.

Teacher observations and interviews

Observations and interviews can provide opportunities for teachers to record their observations of students in the teaching and learning situation, to assist them in completing tasks, and authenticate their work.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) at the conclusion of the presentation of the project can also provide information about students' learning and engagement with the task.

Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the student learning journal.

Criterion	Objectives
Learning	5, 6

Note: Objectives 1, 2, 3 and 4 are not assessed in this instrument.

Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • <u>consistent</u> and <u>effective use</u> of accepted <u>protocols</u> and ethical behaviour when telling or accessing stories • <u>purposeful</u> planning and <u>application</u> of learning strategies to achieve learning outcomes. 	A
<ul style="list-style-type: none"> • appropriate use of accepted protocols and ethical behaviour when telling or accessing stories • logical planning and application of learning strategies to achieve learning outcomes. 	B
<ul style="list-style-type: none"> • use of accepted protocols and ethical behaviour when telling or accessing stories • planning and application of learning strategies to achieve learning outcomes. 	C
<ul style="list-style-type: none"> • some use of accepted protocols and ethical behaviour when telling or accessing stories • occasional planning and application of learning strategies to achieve learning outcomes. 	D
<ul style="list-style-type: none"> • isolated use of accepted protocols and ethical behaviour when telling or accessing stories • infrequent planning and application of learning strategies to achieve learning outcomes. 	E

4 Glossary

Term	Explanation
A	
Aboriginal	Indigenous people of Australia, except those of the Torres Strait region
Aboriginal English	see 'Australian Aboriginal English'
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
ACSF	Australian Core Skills Framework; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
agreed language	the Aboriginal language or Torres Strait Islander language that is the subject of a student's program of study; the language that the local community approves to be taught
Alternative sequence	a course developed from a subject syllabus that includes four summative assessments in Units 1 and 2, which mirror the techniques and conditions in Units 3 and 4; it has the following characteristics: results from courses developed from alternative sequences contribute to the QCE; alternative sequences have an external assessment component; results may contribute to ATAR calculations
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences

applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; Applied subjects do not have an external assessment component; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about students achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about student achievement, e.g. examination, project, investigation
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
Augadth Time	worldview used among Torres Strait Islander language groups that affects beliefs, values and relationships with land, sea, sky, waterways, language and culture; also referred to as <i>Zogo Time</i>

Australian Aboriginal English	AAE; name given to the various varieties of English spoken by Aboriginal peoples throughout Australia; these are first or home languages of many Aboriginal communities; while AAE has much in common with other varieties of Australian English, there are distinctive features of accent, grammar, words and meanings, as well as language use, that differ from Standard Australian English in systematic ways
Australian Core Skills Framework	ACSF; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
Australian languages	in this syllabus, refers to Australian Aboriginal languages and Torres Strait Islander languages
authentic text	text (original or modified) that would be accepted by a background speaker for communicative purposes
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
B	
background speaker	a person who has had significant exposure to and/or education in a particular language and culture
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
<i>Bipo Bipo Taim</i>	a Torres Strait Islander term that refers to the time before the arrival of the missionaries, which is known as 'the Coming of the Light'; <i>Bipo Bipo Taim</i> is a concept associated with <i>Augadh/Zogo Time</i> , which is a worldview used only among Torres Strait Islander language groups; other terms in Torres Strait Islander languages for this concept are: <i>Au Emeret Kerker — Meriam Mer</i> <i>Mina Mina Kulkub Thonar — Kalaw Lagaw Ya</i> <i>Mina Mina Kulba Thonar — Mabuag</i> <i>Kulba thonar — Kala Lagaw Ya</i>
business	used to describe the responsibilities and obligations of both men and women
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing ones abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements

characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
closed knowledge	knowledge accessed and interacted by specified groups and individuals within an Indigenous community according to cultural protocols; the knowledge (beliefs, customary practices and spiritual understandings) that is taught and passed down within a community; this knowledge is not to be shared with people outside of a defined group, which may be the immediate language group, family or community; closed knowledge is defined by the language community also known as 'inside knowledge'
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
community responsibility	respect for and negotiated acquisition and management of knowledge, by which all interested and interconnected groups have a responsibility for the development of the way knowledge is understood by individuals; involves the concept of caring for one another when investigating or using a community's language, practising the teachings of that language community, and living on that Country
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way

complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
Country	traditional Land with embedded cultural values; a person's land, sea, sky and waterways; includes sense of belonging, places of heritage and spirituality, animals and plants, and seasons; used by Aboriginal peoples to refer to the Land to which they belong and their place of Dreaming; Aboriginal language use of 'Country' is much broader than SAE usage (see also 'Place')
course	a defined amount of learning developed from a subject syllabus or alternative sequence

create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cross-cultural	relating to the influence of diverse cultures on one another
cross-generational resonance	meaning that comes, not only from the present generation, but also from a shared understanding or movement of knowledge from one generation to another; while it can be regarded as cultural memory, it moves beyond that to personal and community experience
cultural expression	different ways in which culture, history and society are conveyed
cultural heritage	continuity of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects from one generation to another; does not preclude the possibility of change over time
cultural knowledge	<p>the body of knowledge that is maintained and continued through Aboriginal communities in modes and mediums that community members see fit;</p> <p>in the Aboriginal worldview, there are restrictions on who can access knowledge (inside/closed knowledge and outside/open knowledge);</p> <p>cultural knowledge could relate to:</p> <ul style="list-style-type: none"> • special places • texts, both written and non-written, created by Aboriginal people • ceremonies and paintings (ground/bark/cave/traditional) • texts created by Aboriginal people for Aboriginal people • body design • texts by Aboriginal people for Aboriginal people belonging to 'the now' • art symbology • carved trees / scar trees <p>(see also 'inside/closed knowledge' and 'outside/open knowledge')</p>

cultural safety	<p>guidelines that respect the cultural integrity of the community from which a language is derived and shared; cultural safety has been described as having an environment ‘which is safe for people; where there is no assault, challenge or denial of their identity, of who they are, and what they need. It is about shared respect, shared meaning, shared knowledge and experience; of learning together with dignity and truly listening’</p> <p>Williams, R (1999), ‘Cultural safety — what does it mean for our work practice?’ <i>Australian and New Zealand Journal of Public Health</i>, 23 (2), 213–214.</p>
culture	<p>social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle; culture has two elements:</p> <ul style="list-style-type: none"> • foundation or body of customary knowledge, beliefs and values shared and learned by members of a group; has continuity over time, being passed from one generation to the next • day-to-day experiences of individuals that add to their cultural foundations, and through which individual cultures are constructed; <p>the interplay of these elements gives culture its dynamic nature</p>
cursory	<p>hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial</p>
custodians	<p>custodians of the land; people responsible for maintaining and passing on elements of cultural significance, e.g. knowledge, language, story, dance, imagery, song, ritual</p>
D	
decide	<p>reach a resolution as a result of consideration; make a choice from a number of alternatives</p>
deduce	<p>reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given</p>
deep listening	<p>a mode of respectful listening and spiritual understanding that is a crucial feature of interpersonal communication among Indigenous peoples; it is inner, quiet, still awareness and waiting; it is also contemplation;</p> <p>the belief is that, when learning, a person has to listen deeply to understand the different messages being communicated by Elders; listening deeply can mean not interrupting a speaker, refraining from asking too many questions, and paying attention to the story being told;</p> <p>refer also to the Aboriginal concept of <i>dadirri</i>, a form of deep inner listening and contemplation described by Daly River Aboriginal leader Miriam-Rose Ungunmerr-Bauman</p> <p>Source: www.creativespirits.info/aboriginalculture/education/deep-listening-dadirri#ixzz4v4NZqQbD</p>
defensible	<p>justifiable by argument; capable of being defended in argument</p>
define	<p>give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities</p>
demonstrate	<p>prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition</p>

derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
dialect	variant or variety of a language spoken in a certain geographical area
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g.

	decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
Dreaming	realm of the spiritual that encompasses all living things such as land, sea, sky, air, waterways and people, and relates to the past, present and future; sometimes referred to as The Dreaming
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
Elder	key person and keeper of various knowledge within an Aboriginal community or Torres Strait Islander community; custodian of knowledge and lore; chosen and accepted by their own communities as people who have permission to disclose cultural knowledge and beliefs; recognised Elders are highly respected people within their communities; proper consultation with local communities will often direct schools to consult with recognised Elders
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or

	suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject for which a syllabus has been developed by QCAA, that is an extension of one or more General or alternative sequence subject/s, studied concurrently with the final two units of that subject or after completion of, the final two units of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken/signed or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
formative assessment	assessment whose major purpose is to improve teaching and student achievement

fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
identity	a concept that comes from one's own self-awareness and self-image; identity links with the connections of place, people, histories, language(s) and time; for many Aboriginal people identity is based on language, Land and clan relationships; language names (e.g. <i>Gungarri</i> , <i>Kooma</i> , <i>Tjabakui</i> and <i>Wiknatanja</i>) or regional names (e.g. <i>Murri</i> , <i>Goori</i> and <i>Bohmah</i>) may be preferred; Note: Schools should consult with the local community for their preferences for identifying people within the area.
illogical	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound;

	well-balanced or fully developed
Indigenous Australians	the original inhabitants of Australia; all Aboriginal peoples and Torres Strait Islander peoples Note: The term is always capitalised.
Indigenous cultural and intellectual property	objects, sites, cultural knowledge, arts and cultural expression that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group, Indigenous people as a whole, or their territory (see also 'intellectual property')
Indigenous knowledge	in this syllabus, the local and unique knowledge of Indigenous people that in an Aboriginal context or Torres Strait Islander context is interrelated with deep understanding, knowing and practices of being and living in the world; synonymous with an Indigenous worldview in which knowing about the world is built upon respectful patterns of relationships within living systems and the truths that emerge from them; the term is deeply infused in specific local Country, sea, places and the respective patterns of relationships
Indigenous knowledge principles	principles that emerge from Aboriginal knowledge practices and processes and Torres Strait Islander knowledge practices and processes, both inside and outside Aboriginal communities and Torres Strait Islander communities; these knowledge principles, which guide engagement with Aboriginal languages and knowledges and Torres Strait Islander languages and knowledges, have emerged from Aboriginal voices and Torres Strait Islander voices
Indigenous languages	in this syllabus, refers to Australian Aboriginal languages and Torres Strait Islander languages
Indigenous worldview	concept of the world held by Indigenous people; common characteristics include the notion that all things are parts of a single system within which people, animals, plants and places are intimately related to each other physically and spiritually; it may also include that humans have custodial responsibilities that relate to maintaining the natural order of the universe (see also 'worldview')
individuation	the degree and processes by which an individual may engage knowledge and describe the movement towards a mature understanding; individuation is a natural moment of reflecting on perspectives and processes
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
inside knowledge	see 'closed knowledge'
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and

	deduction
instrument-specific standards	a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intellectual property	non-material assets, such as forms of cultural expression, that belong to a particular individual or community; intellectual property rights refer to the bundle of rights that the law grants to individuals for the protection of creative intellectual, scientific and industrial activity, such as inventions; such rights are for the protection of economic interest in novel, inventive and/or creative effort (see also 'Indigenous cultural and intellectual property')
intended	designed; meant; done on purpose; intentional
interconnectivity	for Indigenous peoples, a way of viewing the world that maintains connection with all living things in a region, with spirits, and with traditional knowledge and priorities; an expression of the Land itself and involves contact with traditional wisdom, methods of spiritual development and deep connection with the earth; interconnectivity assists in maintaining harmony between nature and culture, body and mind
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed; contributes towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or

	relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see also 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
K	
kinship	a feature of Aboriginal social organisation and family relationships; an individual's role, responsibilities and relationship based on their clan; key aspect of Aboriginal cultures and values; includes the importance of all relationships and of being related to and belonging to the land
L	
Land	specific area to which a nation or community belongs — its physical, linguistic and spiritual features; a profound spiritual basis of Aboriginal heritage; fundamental to the spirituality and well-being of Aboriginal peoples and Torres Strait Islander peoples. Land incorporates sea, sky, air and waterways (see also 'Country')
language	system of communication that uses auditory stimuli (sounds) or visual stimuli, e.g. codes, signs
language building	planned intervention to restore or develop a language's internal resources, e.g. morphology, vocabulary or domains of use; supports language revival and language development
language change	the natural and constant change that occurs in all languages, in varying rates, depending on local language ecologies
language features	parts of the language system, e.g. phonemes/sounds, words, phrases, sentences, utterances, discourse
language group	an Aboriginal community or Torres Strait Islander community identified with a common language, both verbal and non-verbal, and with a particular Country or Place (see also 'nation')
language structure	arrangement of words and morphemes into larger units, e.g. phrases, clauses, sentences

language text	<p>a piece of meaningful communication, produced in any medium; a coherent piece of spoken/signed, written, non-verbal, visual or auditory language, or some or all of these in combination, produced in an interaction and in a social context;</p> <p>language texts may be extended unified works or series of related pieces;</p> <p>in the ACSF, texts include written, diagrammatic, visual and oral texts, and real-life objects and materials (see also 'text', 'non-verbal text')</p>
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
local language	the Aboriginal language or Torres Strait Islander language that exists in, or belongs to, the community where the language learning takes place; the language of the Country/Place
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
lore	common features of acceptable and unacceptable behaviour in Aboriginal societies and Torres Strait Islander societies; also referred to as 'traditional lore' and 'the lore'
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit ones purpose
mental procedures	<p>a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as procedural knowledge</p> <p>there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)</p>
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
modify	change the form or qualities of; make partial or minor changes to something
moieties	form of social organisation in which all people and most natural phenomena are divided into two categories; these categories are often intermarrying divisions of society that describe kin relationships and provide a general guide to behaviour; they are rarely actual gatherings of people with a common interest or purpose
morphology	the patterns of word formation in a particular language, including inflection, derivation, and composition

multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nation	group of people having common descent, language and history; an all-encompassing term referring to the common and shared sense of identity of a group of people; there may be some linguistic variation within a language nation (see also 'language group')
non-verbal communication	communication without words; may include gestures, body language or posture, facial expressions, touch or eye contact
non-verbal text	a coherent communication not involving or using words; examples include graphical/diagrammatic, artistic, dramatic, musical, visual, dance/movement and auditory texts; non-verbal texts may be extended unified works or series of related pieces; (see also 'language text', 'text')
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
obvious	clearly perceptible or evident; easily seen, recognised or understood
open knowledge	knowledge that may be shared outside community for a specific purpose or context; for example, a traditional artwork may have many layers of knowledge; outside knowledge may be shared with viewers of the artwork, but inside knowledge will never be explained to people outside of the group from which the art originated; open knowledge is defined by the language community; also known as 'outside knowledge'
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
orthography	written representation of language
outside knowledge	see 'open knowledge'
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking

P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
phonology	consideration of the system of speech sounds that comprises a particular language, especially with regard to phonemes and their allophones
Place	traditional Land with embedded cultural values; a person's land, sea, sky and waterways; includes sense of belonging, places of heritage and spirituality, animals and plants, and seasons; also referred to as Country (see also 'Country' and 'Land')
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
product	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time

proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
protocols	appropriate ways of behaving, communicating and showing respect for diversity of history and culture; involves appreciation of the knowledge, standing and status of people within the local Aboriginal community and/or Torres Strait Islander community, and the school community; inevitably vary between communities and between people within communities; in establishing a partnership between schools, Aboriginal communities and/or Torres Strait Islander communities, it is important that protocols are acknowledged and respected
prove	use a sequence of steps to obtain the required result in a formal way
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
reciprocating knowledge	beneficial sharing and use of knowledge and information with the individuals who first shared the knowledge and information

reciprocity	<p>the state or condition of being reciprocal; mutual action; equal exchange; related to principles of balance and having reciprocal relationships;</p> <p>in this syllabus, in return for the gift of a community's language and knowledge, learners should reciprocate in kind, including displaying the principle of respect, acknowledging where the knowledge has come from, and gifting the language community with the results of their inquiries, which could include presentation of their knowledge to the community</p>
recognise	<p>identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge</p>
reconciliation	<p>an ongoing process between Indigenous and non-Indigenous people in working together with a view to reconciling the dispossession and ongoing inequalities suffered by Indigenous people and communities</p>
refined	<p>developed or improved so as to be precise, exact or subtle</p>
reflect on	<p>think about deeply and carefully</p>
rehearsed	<p>practised; previously experienced; practised extensively</p>
related	<p>associated with or linked to</p>
relevance	<p>being related to the matter at hand</p>
relevant	<p>bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on</p>
repetitive	<p>containing or characterised by repetition, especially when unnecessary or tiresome</p>
reporting	<p>providing information that succinctly describes student performance at different junctures throughout a course of study</p>
resolve	<p>in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning</p>
respect	<p>the term commonly used in Aboriginal communities and Torres Strait Islander communities to refer to the way an individual treats others; showing respect occurs in many ways, such as waiting to speak, listening and demonstrating understanding, not asking too many direct questions, ensuring that people are not made to feel uncomfortable or uneasy, and generally showing regard for others' ideas, beliefs and culture;</p> <p>also means treading lightly on Country and waterways, and respecting life and those who have come before; it means respecting a community's knowledge, accepting that there is open and closed knowledge, and that this is defined by the community;</p> <p>reflected in action, as well as by physical being and movement, e.g. physically respecting other people's space, especially Elders or other respected entities in a community</p>
revisiting	<p>part of maintaining relationships with community is to respectfully revisit that relationship and reconnect with and negotiate the terms of engagement, or even exit; this is part of what it means to maintain a welcome on Country</p>

routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
sacred knowledge	the body of knowledge that is maintained and continued through the oral tradition, and which is apparent during ceremonies; as a key cultural protocol this knowledge is 'inside knowledge' that is not publicly shared with people outside of the specified family group in which it is contained and maintained; it is inappropriate to ask about this knowledge or to discuss it outside the context where the knowledge is used; where this knowledge has been shared within specified contexts, it may not be transferred into another context, e.g. represented within an assessment item
SAE	Standard Australian English; form of Australian English that conforms to the perceived notion of appropriate usages for serious writing
safe	secure; not risky
secret knowledge	the body of knowledge that is maintained and continued through the oral tradition, and which is apparent during ceremonies; as a key cultural protocol this knowledge is 'inside knowledge' that is not publicly shared with people outside of the specified family group in which it is contained and maintained. It is inappropriate to ask about this knowledge or to discuss it outside the context where the knowledge is used; where this knowledge has been shared within specified contexts it may not be transferred into another context, e.g. represented within an assessment item
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
Short Course	a one-unit course developed to meet a specific curriculum need; contributes one credit to a Queensland Certificate of Education (QCE)
show	provide the relevant reasoning to support a response

significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
Standard Australian English	SAE; form of Australian English that conforms to the perceived notion of appropriate usages for serious writing
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
structure	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result

subject	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
syntax	the conventions and rules for assembling words into meaningful sentences; varies across languages
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding

systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
target language	the Aboriginal language or Torres Strait Islander language that is the subject of the student's program of study; it may be the local language, a regional or neighbouring language or other accessible Indigenous language, as agreed to by the local community
test	take measures to check the quality, performance or reliability of something
text	a piece of meaningful communication, produced in any medium; a coherent piece of spoken/signed, written, non-verbal, visual or auditory language, or some or all of these in combination, produced in an interaction, and in a social context; texts may be extended unified works or series of related pieces; in the ACSF, texts include written, diagrammatic, visual and oral texts, and real-life objects and materials (see also 'language text', 'non-verbal text')
text type	the particular structure, convention and pattern of a piece of text; the text type chosen is determined by the text's purpose and audience; text types include procedural, persuasive, narrative, creative, report, informative, technical, descriptive and argument; characteristic type of spoken, written, visual or auditory text, whether literary or non-literary, verbal or non-verbal; text types have recognisable structures that are related to audience, purpose, context and culture
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
tone	emotional overlay and/or intent in a text, e.g. angry tone in a letter to editor with intent to criticise and confront
topic	a division of, or sub-section within a unit; all topics and sub-topics within a unit are interrelated
Torres Strait Islander people	Indigenous people of the Torres Strait region
totem	natural object inherited by clan or family members as their spiritual emblem, e.g. an animal, plant
traditional owners	term associated with original custodians of the land; often used in association with Australian Law; each Aboriginal language is recognised as belonging to a particular geographical area and thus to the people who can claim a connection to that area; Aboriginal community members acquire ownership of their language/s at birth; language proficiency is not essential for ownership (see also 'custodians')

traditions	beliefs, customs and practices taught by one generation to the next, often orally
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
variable	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of numbers and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality (of sources) a number of different modes or references

W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication
worldview	<p>the concept of the world held by Aboriginal peoples and Torres Strait Islander peoples in which each aspect of culture, identity and society is connected with all other aspects in the context of particular times, places and relationships;</p> <p>basic cultural orientation shared by members of a group; includes ways of looking at life and the nature of the world and its inhabitants, as well as the choices people make;</p> <p>worldviews are the foundations of shared and agreed understandings and acquired wisdom among members of a group and allow people to make sense of the world and the way things are (see also 'Indigenous worldviews')</p>
Y	
yarning circle	<p>a process within Aboriginal cultures and Torres Strait Islander cultures that involves and develops deep listening, sharing of knowledge and development of higher-order thinking skills and establishing rules of respect; it has been used by Indigenous peoples from around the world for centuries to learn from a collective group, build respectful relationships, and to preserve and pass on cultural knowledge;</p> <p>according to its purpose, a yarning circle may also be known as a learning circle, Elders circle, language circle or 'talk talk'</p>
Z	
Zogo Time	worldview used among Torres Strait Islander language groups that affects beliefs, values and relationships with land, sea, sky, waterways, language and culture; also referred to as <i>Augadth Time</i>

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