Australian CURRICULUM

LANGUAGES

Framework for Aboriginal Languages and Torres Strait Islander Languages
Second-language learner pathway (L2)
Years F-10
Comparative information

Foundation

Achievement standard

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

Content descriptions

Version 9.0 Foundation

Version 9.0	Action taken	Version 8.4
with support, recognise and communicate meaning in [Language] AC9L2FF01	New	
explore, with support, language features of [Language] noticing similarities and differences between [Language] and English AC9L2FF02	New	
explore connections between language and culture AC9L2FF03	New	

Years 1–2
Achievement standard

Version 9.0	Version 8.4
By the end of Year 2, students use [Language] to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They understand that [Language] belongs to Country/Place and People, and is connected with culture, and notice how this is reflected in their own language(s), culture(s) and identity.	The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for specific Aboriginal and Torres Strait Islander languages. By the end of Year 2, students interact with the teaching team, visiting Elders and community members to talk about themselves, family, friends and immediate environment using familiar language supported by gestures. When interacting with Elders and community speakers, they use appropriate forms of address and terms of respect. They use movement, gestures and rehearsed language to participate in guided group activities, such as adapting and performing action songs. They interact in familiar classroom routines by responding to requests, following instructions and using routine classroom language, for example, to request classroom objects. Students listen to, read, view and comprehend texts that are short, clearly structured and supported by visuals and paralinguistic elements, for example, tone of voice, facial expression, gesture and repetition and recycling of structures and vocabulary. They demonstrate their understanding of the target language region, for example, by making simple statements and giving descriptions of animals, food and artefacts, labelling and sorting these into categories, or by pointing to key topographical features on a map or at pictures of food sources, plants and animals in response to questions. They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. They demonstrate understanding by naming key characters, significant places, landscapes or topographical features and by identifying key messages. Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. They translate and explain in English the meaning of target language words, simple phrases and gestures used in everyday contexts and situations. They create simple bilingual texts for the classroom environment, such as captions, labels and wall charts. They identify markers of their own identity, such as family, school/class and language/s, and compare these to the importance of language, place and family in the formation of identity in Aboriginal and Torres

Australian Curriculum: Languages – Framework for Aboriginal languages and Torres Strait Islander languages L2 F–10 Version 9.0

Comparative information For consultation

	Strait Islander communities. Students identify similarities and differences in the ways they interact when communicating in English and the target language.
	Students distinguish between the sounds of the target language and English and link sounds to written symbols and conventions. They use simple metalanguage to describe elemental structures of the target language, such as word order and word types. They identify how messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as Elders' story-telling or through song, dance and visual design. Students identify kinship terms used for immediate family members and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with place, natural species and phenomena. They identify which stories belong to which natural features, including animals and natural species. They know that different forms of address and kinship terms are used and depend on relationship and context. They identify some words in the language that have been borrowed from other languages. They identify regions, places and communities where the target language is spoken and recognise that there are many different languages spoken in their class, their local community and in Australia. They recognise that language speakers are the most important primary source of language knowledge and that language use reflects where and how people live and what is important to them.

Content descriptions		
Version 9.0 Strand: Communicating meaning in [Language]		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in [Language]		
recognise and respond to modelled greetings, instructions and routines; and personal introductions AC9L2F2C01	Combined Refined	Interact with each other, the teaching team and visiting Elders/community speakers using simple language and gestures for greeting and farewelling, talking about self and family [Key concepts: self, family, relationships; Key processes: interacting, sharing, listening] ACLFWC067 Interact in classroom routines and respond to teacher instructions [Key concepts: routine, instruction; Key processes: participating, responding, following instructions] ACLFWC069 Describe aspects of self, such as family, school/class and language/s spoken, noticing how these different elements contribute to one's identity [Key concepts: identity, self, family, belonging; Key processes: describing, explaining, identifying] ACLFWC076 Recognise that different words and language forms are used to address and communicate with people according to relationship and context [Key concepts: kinship, context, relationship; Key processes: noticing, recognising] ACLFWU082
	Removed	Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages [Key concepts: communication, narrative; Key processes: recognising, identifying] ACLFWU080

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9L2F2C02	Refined	Participate in guided group activities such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions] ACLFWC068
Version 9.0 Sub-strand: Mediating meaning in and between languages		
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9L2F2C03	Combined Refined	Locate specific words and familiar phrases in texts such as charts, lists, photos, maps, and use information to complete guided oral and written tasks [Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: identifying, selecting, sorting, matching, labelling, mapping Country/Place] ACLFWC070 Give factual information using simple statements and descriptions, gestures, and captions [Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting] ACLFWC071 Participate in shared listening to, viewing and reading of texts and respond through singing, reciting, miming, play-acting, drawing, action and movement [Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE) ACLFWC072
notice that language carries cultural meaning in greetings, introductions, instructions and routines AC9L2F2C04	New	
	Removed	Translate frequently used words and phrases using visual cues and resources such as word lists

		[Key concepts: translation, similarity, difference, meaning; Key processes: noticing, identifying, translating ACLFWC074
Version 9.0 Sub-strand: Creating text in [Language]		
use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9L2F2C05	Combined Refined	Create and present shared stories, songs and performances using familiar words and patterns and support materials [Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dance, stories, paintings and visual design, performances] ACLFWC073 Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, labels and wall charts [Key concepts: meaning, bilingualism; Key processes: labelling, captioning, displaying, matching] ACLFWC075

Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning AC9L2F2U01	Refined	Notice and imitate characteristic sounds, intonation patterns and rhythms of the target language(s) and how these relate to the written language [Key concepts: pronunciation, rhythm, intonation, writing; Key processes: imitating, noticing, distinguishing, reading aloud] ACLFWU078
recognise that [Language] has language conventions and grammatical structures and has an oral tradition that can be represented in written form AC9L2F2U02	New	
	Removed	Notice types of words in the target language and understand and use some elements of the target language structure [Key concepts: word function, word order, variation, patterns, rules; Key processes: identifying, recognising, noticing] ACLFWU079
notice that [Language] has features that may be similar to or different from English AC9L2F2U03	New	
	Removed	Recognise that languages borrow words from each other [Key concepts: relatedness, word borrowing; Key processes: identifying, recognising, comparing] ACLFWU083

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9L2F2U04	Combined Refined	Understand that language belongs to communities and that language learning requires the application of respectful and appropriate behaviour [Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying] ACLFWU085 Recognise that Aboriginal and Torres Strait Islander languages are transmitted from generation to generation [Key concept: oral transmission; Key processes: noticing, recognising, considering, valuing] ACLFWU087
	Removed	Identify elements of the kinship system and its role in linking story and natural species and phenomena [Key concepts: kinship, totemic relationships, place, cultural practices; Key processes: identifying, recognising] ACLFWU081
	Removed	Identify the region of the target language and notice how it is part of the broader regional and national language diversity [Key concepts: linguistic diversity, language revival; Key processes: identifying, recognising] ACLFWU084
notice that people use language in ways that reflect cultural identity AC9L2F2U05	Combined Refined	Notice what is similar or different to their own language and cultural expression when interacting with songs, stories, games, pictures and artistic expression from the target language and culture [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding, reflecting] ACLFWC077 Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

		[Key concepts: Country/Place, Language, Culture, symbol; Key processes: noticing, recognising, questioning, making connections] ACLFWU086

Years 3–4 and Years 5-6*		
Achievement standard		
Version 9.0 Years 3-4*	**Years 5-6***	**Version 8.4 Years 3-6***
By the end of Year 4, students use [Language] language to initiate structured interactions to share information related to the Country/Place, classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students imitate sound combinations and rhythms of spoken [Language]. They demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in [Language] and make comparisons between [Language] and English. They understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken [Language]. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived and	The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages. By the end of Year 6, students share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and experiences, using familiar language and modelled sentence patterns. They interact appropriately with Elders and community speakers, and apply principles and protocols of cultural safety when engaging with cultural material such as artefacts, works of art, texts and performances. When interacting in the classroom, they ask and respond to questions, request help, repetition or clarification, and respond to requests and instructions. Students locate key points of information and messages in a range of spoken, written, visual and multi-modal sources associated with the target language region, community and culture. They demonstrate their understanding of the language region, community and culture, for example, by labelling, organising and classifying natural objects, plants and animals from the environment, identifying and describing key features and landforms, seasonal characteristics, and aspects of traditional and contemporary ways of life. Students view, read and listen to stories, songs, dances and artistic traditions, and demonstrate understanding, for example, by describing characters and events, creating timelines, explaining iconographies and identifying key messages, comparing these to messages conveyed by stories in their own cultures. They recognise that ownership of songs, stories, dances and designs is determined by kinship and other social groupings. They know that song and story carry Indigenous knowledge in the context of Country/Place and family. Students use simple and formulaic language, with the support of structured models, to create short informative and imaginative connected texts in various modes and formats. They translate a range of community texts, such as signs, notices, health charts, posters, relying on key words, and they identify and describe culture-specific concepts and expressions. They create bilingual texts for the classroom and school community that explain target language words and related cultural ideas. They identify markers of identity across cultures and

	how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.	recognise the importance of language, Country/Place and culture to the identity and future aspirations of Aboriginal and Torres Strait Islander peoples. Students reflect on their own cultural identity in light of their experience of learning the language, explaining how their ideas and ways of communicating are influenced by their own cultural backgrounds.
		Students know that the target language has its own pronunciation, spelling and grammar, and they apply this knowledge to predict the sound, spelling and meaning of new words and expressions. They use metalanguage for language explanation, for making comparisons with English forms, and for reflecting on the experience of learning the target language and culture. They identify the distinct purpose, language features and conventions of texts such as stories, paintings, songs and dances. Students demonstrate understanding of core elements of the kinship system and its role in social behaviour, by identifying and explaining kin terms, recognising that everyone belongs to certain types of sub-groups and recognising that interactions are patterned by these structures. Students know that language use must be adjusted to suit different contexts, situations and relationships. They provide examples of how languages change over time by identifying words and phrases borrowed from English and other languages, including words that are similar to or borrowed from neighbouring Indigenous languages. Students recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They identify connections between identity and cultural values and beliefs, and explain the importance of maintaining and strengthening Aboriginal and Torres Strait Islander languages for the particular community involved and for the broader Australian community. They make connections with their own experience when talking about languages and cultures.

Content descriptions			
Version 9.0 Strand: Communicating meaning in [Language]			
Version 9.0		**Action taken**	**Version 8.4 Years 3-6**
Version 9.0 Sub-strand: Interacting in [Language]			
initiate exchanges and respond to modelled questions about self, others,	initiate and sustain modelled exchanges in familiar contexts related to students'	Combined Refined	Interact with peers, the teaching team and visiting Elders/community speakers about aspects of their personal

and learning environment, using formulaic expressions AC9L2F4C01	personal worlds and learning environment AC9L2F6C01		worlds, such as experiences at school, home, everyday routines and favourite pastimes, interests and activities [Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting] ACLFWC088 Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help, praising or complimenting one another and apologising [Key concepts: routine, interaction; Key processes: responding, contributing, enquiring] ACLFWC090 Interact with others, noticing how ways of communicating with and responding to each other shape and reflect identity [Key concepts: identity, kinship, community, membership; Key processes: creating, representing, comparing] ACLFWC097
participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9L2F4C02	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2F6C02	Refined	Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events or activities or presenting at a school performance [Key concepts: collaboration, planning; Key processes: compiling, rehearsing, presenting, making] ACLFWC089

Version 9.0 Sub-strand: Mediating meaning in and between languages			
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9L2F4C03	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9L2F6C03	Combined Refined	Gather, classify and compare information from a range of sources associated with the target language Country/Place, community and daily life [Key concepts: community life, leisure, environment, Indigenous knowledge, health and well-being; Key processes: identifying, researching, compiling, presenting, tabulating, categorising, giving directions] ACLFWC091 Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions [Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling] ACLFWC092 Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours [Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips] ACLFWC093
develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning AC9L2F4C04	apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts AC9L2F6C04	Refined	Translate simple texts from the target language into English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references [Key concepts: equivalence, meaning; Key processes: translating, predicting, selecting, comparing] ACLFWC095
Version 9.0 Sub-strand: Creating text in [Language]			
create and present informative and imaginative spoken, written and multimodal texts using	create and present a range of informative and imaginative spoken, written and multimodal texts using a	Combined Refined	Create and present imaginative texts that use familiar expressions and modelled language for a range of audiences

Australian Curriculum: Languages – Framework for Aboriginal languages and Torres Strait Islander languages L2 F–10 Version 9.0

Comparative information For consultation

formulaic expressions, simple phrases and sentences, and modelled textual conventions AC9L2F4C05	variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9L2F6C05		[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, performances, digital texts, video clips, skits, paintings and visual design] ACLFWC094 Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, photo stories, captions for images and displays [Key concepts: bilingualism, expression; Key processes: performing, describing, code-mixing, captioning] ACLFWC096

Version 9.0 Strand: Understanding language and culture			
Version 9.0		**Action taken**	**Version 8.4 Years 3-6**
Version 9.0 Sub-strand: Understanding systems of language			
recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases AC9L2F4U01	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9L2F6U01	Refined	Produce sounds, stress, intonation patterns of the target language, using developing phonemic awareness linked to the writing system [Key concepts; punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing,listening, reading] ACLFWU099
recognise [Language] language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L2F4U02	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts AC9L2F6U02	Combined Refined	Expand vocabulary in the target language through word-formation and building processes, and recognise and use simple structures [Key concepts; word formation, word class, grammatical person and number, negation; Key processes: noticing, comparing, applying, understanding, modifying meaning] ACLFWU100 Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions

			[Key concepts: purpose, genre, text features; Key processes: recognising, identifying, distinguishing, applying, linking] ACLFWU101
		Removed	Understand that speakers vary language forms according to kin relationship and context of situation

[Key concepts: kinship, respect, register, silence, taboo; Key processes observing, examining, explaining, investigating; noticing, recognising] ACLFWU103 |
| | | Removed | Recognise that languages change over time

[Key concepts: regional languages, language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising] ACLFWU104 |
| | | Removed | Explore the language situation of target language communities and the diversity of language situations in Australia

[Key concepts: language communities, language transmission, language maintenance and development, language revival, change, sign; Key processes: recognising, discussing, investigating] ACLFWU105 |
| recognise familiar [Language] language features and compare with those of English, in known contexts

AC9L2F4U03 | compare some [Language] language structures and features with those of English, using some familiar metalanguage

AC9L2F6U03 | New | |
| **Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity** | | | |
| recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians | understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, | Refined | Understand ways the target language and culture can be maintained and strengthened in changing contexts

[Key concepts: language maintenance, and development ; Key processes: discussing, exploring, considering, investigating, language building] ACLFWC108 |

from generation to generation AC9L2F4U04	maintained and strengthened AC9L2F6U04		
identify connections between [Language] language, culture, Country/Place and identity AC9L2F4U05	recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication AC9L2F6U05	Combined Refined	Notice and describe some ways in which the target language and associated communicative behaviours are similar or different to their own language(s) and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] ACLFWC098 Understand the core role of the kinship system in social behaviour and the relationship between Place, History and society [Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing] ACLFWC102 Explore connections between identity and cultural values and beliefs and the expression of these connections in an Aboriginal and/or Torres Strait Islander language [Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating] ACLFWC107
		Removed	Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined [Key concepts: cultural safety, protocol; Key processes: recognising, observing, discussing] ACLFWC106

Years 7–8 and Years 9-10 (F–10)*		
Achievement standard		
Version 9.0 Years 7-8*	**Years 9-10***	**Version 8.4 Years 7-10***
By the end of Year 8, students initiate and maintain interactions in [Language] in familiar and some unfamiliar contexts related to a range of interests and experiences. They use [Language] to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken [Language] to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of [Language] text, using metalanguage. They reflect on how [Language] Custodians pass down knowledge and cultural norms, and how these are interconnected with identity. They compare these interrelationships with their own language(s), culture(s) and identity.	By the end of Year 10, students contribute to and extend interactions in [Language] in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to create and respond to spoken and written texts. They use language devices to sequence events and to enhance meaning and cohesion. Students incorporate the features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are protocols that relate to learning and using [Language]. They reflect on their	The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages. By the end of Year 10, students use the target language to initiate, sustain and extend interactions and to express feelings and opinions. They share interests, experiences and aspirations and exchange information about teenage life. They use spontaneous language to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms, skills and protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities. When interacting in the classroom, they make requests, make suggestions and seek clarification. They locate, analyse and summarise factual information from a range of sources on topics and issues related to the target language region. They demonstrate understanding of the target language region, community, culture, way of life and History by presenting information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students listen to, view and share personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They demonstrate understanding by identifying and explaining main ideas, key themes, sequences of events, and by comparing the role and representation of animals, people and landscapes. They link and sequence ideas and use expressive language, gestures, artistic and iconographic elements and conventions to create spoken, written and multimodal texts that involve real or imagined contexts and characters. They apply culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They create bilingual texts to inform the wider community about aspects of the target language region and culture. Students share experiences and ways of expressing identity, and they reflect on how the target language links the local, regional and national identity of its speakers with the land. They describe how they feel and behave when interacting with target language speakers and resources, and they reflect on

	own cultural perspectives and identity, and draw on their experience of learning [Language] to evaluate how this learning influences their ideas and ways of communicating.	how their reactions may reflect their own languages, cultures and perspectives.
		Students know the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and apply this knowledge to construct extended spoken, written and multimodal texts. They use metalanguage to explain sound, writing and grammatical systems, including inflectional and derivational processes. They analyse the form and structure of a range of spoken, written and visual texts and explain their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students demonstrate their understanding of kinship as a system by explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They explain the dynamic nature of language and cultures, and identify factors that influence change, such as contact with other languages or response to new ideas and technologies. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities' worldviews and ways of thinking and behaving shape how language is used. They identify factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and explain challenges associated with such practices and initiatives.

Content descriptions			
Version 9.0 Strand: Communicating meaning in [Language]			
Version 9.0		**Action taken**	**Version 8.4 Years 7-10**
Version 9.0 Sub-strand: Interacting in [Language]			
initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9L2F8C01	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9L2F10C01	Combined Refined	Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings [Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting] ACLFWC109 nteract in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions [Key concepts: opinion, discussion, respect; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining] ACLFWC111
		Removed	Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s) [Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing] ACLFWC119
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9L2F8C02	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L2F10C02	Refined	Engage in activities that involve collaboration, planning, organising and negotiating to take action [Key concepts: event, experience, collaboration; Key processes: planning, organising, negotiating] ACLFWC110

Version 9.0 Sub-strand: Mediating meaning in and between languages			
interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2F8C03	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2F10C03	Combined Refined	Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target language [Key concepts: Indigenous knowledge, social and environmental issues, lifestyles, community initiatives and projects, community life; Key processes: summarising, synthesising, referencing] ACLFWC112 Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts [Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating] ACLFWC113 Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships [Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films] ACLFWC114
interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts AC9L2F8C04	interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L2F10C04	Refined	Translate and interpret a range of texts from the target language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding [Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting] ACLFWC116

Version 9.0 Sub-strand: Creating text in [Language]			
Version 9.0		**Action taken**	**Version 8.4**
create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9L2F8C05	create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9L2F10C05	Combined Refined	Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters [Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key] text types: raps, songs, performances, story, cartoons, advertisements, digital texts, video clips, skits, paintings and visual designs] ACLFWC115 Create bilingual texts in collaboration with others for the wider community [Key concept: interpretation, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing] ACLFWC117

Version 9.0 Strand: Understanding language and culture			
Version 9.0		**Action taken**	**Version 8.4 Years 7-10**
Version 9.0 Sub-strand: Understanding systems of language			
apply knowledge of conventions of spoken [Language] to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9L2F8U01	apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9L2F10U01	Refined	Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system [Key concepts; metalanguage, patterns, phonetic articulation, syllable; Key processes: identifying, reading, investigating] ACLFWU120

apply understanding of grammatical structures and expressions to compose and respond to texts AC9L2F8U02	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and/or ideas AC9L2F10U02	Refined	Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes [Key concepts: system, grammatical case, affixation, voice, transitivity, particles, Key processes: explaining, constructing, compounding] ACLFWU121
		Removed	Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes [Key concepts: text structure, relationship; Key processes: analysing, investigating, linking, sequencing] ACLFWU122
		Removed	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing] ACLFWU124
		Removed	Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies [Key concepts: contact, change; Key processes: exploring, observing, reflecting] ACLFWU125
reflect on similarities and differences between [Language] and English language structures and features, using metalanguage AC9L2F8U03	reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features AC9L2F10U03	New	

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity			
reflect on how language Custodians pass down knowledge and cultural norms from generation to generation AC9L2F8U04	understand and apply protocols associated with language learning, language using and language building AC9L2F10U04	Combined Refined	Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages [Key concepts: ownership, ethical behaviour; Key processes: acknowledging, investigating, applying] ACLFWU127 Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge [Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing] ACLFWU128
		Removed	Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism [Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering ACLFWU126
		Removed	Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong [Key concepts: language maintenance, development, building; Key processes: discussing, exploring, investigating, evaluating, language building, language engineering] ACLFWU129
reflect on and explain how identity is shaped by language, cultures, and County/Place AC9L2F8U05	reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating	Combined Refined	Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land

	AC9L2F10U05		[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing] ACLFWC118
			Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour
			[Key concepts: interconnectedness, human relationships, ownership, rights, responsibilities; Key processes: describing, explaining, investigating, exploring] ACLFWU123

Australian Curriculum: Languages – Framework for Aboriginal languages and Torres Strait Islander languages L2 F–10 Version 9.0

Comparative information For consultation