Australian Languages – Language Revival

2020 Subject Outline
Stage 1

Draft for consultation
15 April - 24 May 2019

Version 2.0
Ref: A724300
It is anticipated this subject outline will be accredited for teaching at Stage 1 from 2020.
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INTRODUCTION

SUBJECT DESCRIPTION

Australian Languages: Language Revival is a 10-credit subject or a 20-credit subject at Stage 1.

Students of Australian Languages: Language Revival learn to communicate using an Australian language that has been marginalised since colonisation.

Informed by continuing oral traditions, students move between oral and written representations of the language. Recognising the centrality of written representations of Australian languages within most revival contexts, students develop skills in representing the [Revived Language] in written form.

Students develop understandings about how some Australian languages have managed to survive despite colonial policies and practices that served to marginalise Australian languages and cultures. They investigate the relationship between language and cultural knowledges, and consider the broader significance of Australian language loss.

Informed by closely related Australian languages that remain vibrant, students develop an awareness of the sound systems, lexicon, grammatical structures, lexical semantics and linguistic etiquette of the [Revived Language]. They compare these structures with English, in order to develop an awareness of the unique sounds and structures of Australian languages. They identify ways in which the [Revived Language] is likely to differ from that which was spoken as a first language before European settlement.

Students develop understandings about the process of reclaiming the phonology, lexicon and grammar of languages that are no longer spoken, and explore the linguistic and cultural relationships that existed between language groups before and after colonisation. Students consider the role of language revival programmes within the ongoing processes of cultural renewal and reconciliation.

PRINCIPLES AND PROTOCOLS

The following guiding principles and protocols have been identified as fundamental to the development of Australian Languages programs. It is necessary that:

- each Australian language is recognised as belonging to a group of people who are its custodians
- program developers (e.g. teachers, school leaders, or schooling sectors) consult, involve, and keep custodians informed about all aspects of the teaching of their languages
- the wishes of the relevant Indigenous communities are canvassed, respected, and adhered to
- the ultimate authority regarding the choice of target language rests with the custodians
- all programs have the approval of the custodians of the target language. Indigenous communities differ in their attitudes to teaching a language to people not associated with the home group, especially if it is taught outside its home country. Some Indigenous communities may disapprove of their languages being taught in schools at
all. Some communities strongly approve of the teaching of their languages to others in different locations, while other groups may endorse the teaching of their language only in its home territory to their own people

- sufficient time is allowed for thorough consultation processes in accordance with local situations
- thorough preparation takes place before any program is established. Preparation may require substantial time and resources, and will depend on factors in the school and community, including existing resources
- the overriding outcomes of all language programs are the strengthening of the target language and the promotion of Australian languages and linguistic diversity in Australia
- appropriate teaching and learning processes are developed according to local situations. A team approach involving community people who are Aboriginal language and cultural specialists, linguists, and teachers should be adopted in most situations
- Aboriginal and Torres Strait Islander people’s input into all aspects of the programs is maximised. Local school programs should encourage cooperation between schools, community members, and organisations with an interest in Australian languages
- programs should actively encourage the participation of Aboriginal and Torres Strait Islander people as teachers and/or students.

CAPABILITIES
The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Literacy
In this subject students extend and apply their literacy capability by, for example:

- extending their knowledge and skills of language learning, and language revival
- extending their understanding of the relationship between written and oral language systems
- focusing on elements of descriptive linguistics to develop an understanding of the nature of Australian languages as systems of meaning
- learning from and about local language materials available through community organisations and in local, state, and national archives and libraries
- acquiring knowledge of an Australian language by identifying and exploring features of the language
• understanding and applying cultural norms and protocols associated with learning, using, researching and reviving Australian languages
• increasing insights into the nature, styles, and purposes of language
• expanding the existing linguistic and cultural resources in the Australian community
• deepening their knowledge and understanding of how language functions
• making connections and comparisons within and/or between languages
• using available resources to research and extend their understanding of words and word origins
• recognising and experimenting with language patterns and structures
• developing their skills of listening, speaking, performing, reading, viewing, and/or writing
• engaging with and reflecting on ways of using language to create meaning
• applying their understanding of ways in which external influences impact upon language use

Numeracy
In this subject students extend and apply their numeracy capability by, for example:
• using and understanding patterns, order, and relationships within an Australian language
• extending their understanding of concepts such as time and number in different cultures as expressed through Australian languages
• extending their understanding of differences between Aboriginal and non-Aboriginal number systems
• extending their understanding of culturally specific ways of ordering place and space
• using quantitative methodologies such as surveys, structured interviews, observation, and statistical analysis
• evaluating the usefulness and reliability of data
• maintaining accurate and thorough records of aspects of research
• distinguishing between quantitative and qualitative data.

Information and communication technology (ICT) capability
In this subject students extend and apply their ICT capability by, for example:
• exploring ways in which technology influences and changes language use
• using technologies to create new ways of thinking about and documenting [Australian Language]
• engaging with and/or creating digital texts
• using technologies to decode and encode elements of language systems
• verifying the integrity of digital information and sources
• appreciating ways in which technologies inspire curiosity about language and meaning
• using technologies to record, shape and refine personal language use and enhance learning.
Critical and creative thinking

In this subject students extend and apply their critical and creative thinking capability by, for example:

- extending and applying their cognitive skills through critical, creative, independent, and reflective thinking
- understanding their own language(s) and/or culture(s) through engagement with [Australian Language]
- making comparisons and drawing connections within and/or between languages to develop their knowledge and understanding of the nature of language change
- understanding and creating links between existing and new knowledge
- exploring and explaining features of [Australian Language] such as lexicology, morphology, phonology, orthography, and/or syntax
- analysing existing and emerging language patterns and structures
- applying their understanding of the power and function of languages
- reflecting on the processes involved in mediating meaning within and across languages and cultures.

Personal and social capability

In this subject students extend and apply their personal and social capability by, for example:

- extending their understanding that Australian languages belong to the communities who are identified as the linguistic and cultural custodians
- appreciating the value of [Australian Language] as a storehouse of cultural and social knowledge and ways of thinking for the communities who speak and identify with it, or who are reviving it
- increasing awareness and understanding of the ways in which their own language(s) and culture(s) shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity
- making connections between language learning, language and cultural restoration, and group and individual identity
- extending their understanding that language revival and revitalisation is important to reviving and revitalising cultural and spiritual practices
- extending their understanding that for Aboriginal students, learning [Australian Language] can be fundamental to strengthening identity and self-esteem and for non-Aboriginal students, this provides a focus for the development of cultural understanding and reconciliation
- extending their understanding of and appreciating concepts such as diversity, distribution, interdependence, and status as they apply to the state and nature of Australian languages
- identifying the uses of [Australian Language] in contemporary society
- appreciating the role of languages education and research in reviving and revitalising [Australian Language]
- drawing on the insights, knowledge, and experience of community members and other sources of Aboriginal voices
- interpreting and reflecting on their own intercultural experiences
• reflecting on their own assumptions, beliefs, values, and perspectives, as one of many
• understanding and appreciating their own role as learners, users and mediators of [Australian Language].

**Ethical understanding**

In this subject students extend and apply their ethical understanding capability by, for example:

• extending their understanding that Australian languages are uniquely and irreplaceably Australian
• understanding and applying cultural norms and protocols associated with learning, reviving, using, and researching Australian languages
• making connections between language learning and social justice and equity for Aboriginal and Torres Strait Islander peoples
• contributing to social cohesiveness through better communication and understanding
• extending their understanding of the impact of some key government policies, legislation, and judicial processes on heritage and identity
• extending their understanding of and respecting community consultation protocols and how they apply to fieldwork methodologies.

**Intercultural understanding**

In this subject students extend and apply their intercultural understanding capability by, for example:

• extending their understanding that revival and revitalisation of [Australian Language] is of great importance to both Aboriginal and non-Aboriginal Australians, and contributes to national identity
• contributing to the reconciliation processes through increased linguistic and intercultural competence
• extending their understanding of relationships between Australian languages, cultures, and identities in a national and global context
• extending their understanding of how cultural concepts and practices affect ways in which people see the world, interact, and communicate with others
• considering and reflecting on their own view of the world in context, as one of many
• responding with empathy to what the relationship between language and identity means for individuals and communities
• extending their understanding of the intrinsic relationship between language, culture, country and spirituality
• noticing, comparing and reflecting on assumptions, values and ways of knowing.
ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Australian Languages: Language Revival.

In this subject, students are expected to:

1. communicate using an Australian language
2. develop and apply knowledge and understanding of one or more Australian languages and their ecologies and how they have changed over time
3. explore and explain the language structures and cultural specificities of one or more Australian languages, and how these change over time and place
4. understand and explore the processes and protocols of cultural renewal and language revival
5. reflect on self as learner and language user, and on own learning from and with Aboriginal people and language resources.

CONTENT

Stage 1 Australian Languages: Language Revival is a 10-credit subject or a 20-credit subject. The subject comprises the following focus areas:

- Revival Language
- Language Revival Processes
- Cultural Renewal and Reconciliation.

For a 10-credit subject, and a 20-credit subject, students study all three focus areas.

Revival Language

Students develop and extend their communicative and performative competence in the [Revival Language], consistent with available language resources. They build their understanding of, and respect for, culturally specific norms and protocols. Drawing on continuing oral traditions, the study of the [Revival Language] will be informed by comparison with closely related Australian languages of the surrounding region and/or with other Australian languages.

Through the study of [Revival Language], students develop the skills to mediate between written and oral forms of language, explore and analyse cultural specificities of words and
phrases and develop an awareness and ability to analyse and reflect on language structures, and the relationship between language, culture and community.

Suggested learning in this focus area may include:

- Language ecology
- Language typology
- Language structures
- Metalinguistic awareness
- Sociolinguistic practices in [Revival Language]
- Sociocultural features of [Revival Language].

**Language Revival Processes**

Students develop an awareness of how languages are reclaimed from continuing oral traditions, historical documentation, and current knowledge of Australian languages. They investigate the way in which the records are interpreted and the revival language is shaped for use in the twenty first century as a result of decisions made by the custodians, and the application of linguistic techniques.

Students develop an awareness of the ways in which and the reasons why the revived language is likely to differ from that spoken at the time of European settlement.

Suggested learning in this focus area may include:

- Principles and protocols
- Linguistic reconstruction
- Filling the gaps
- Lexical expansion
- Language variation and change
- Creating domains for language use
- Strategies for reintroducing revival language.

**Cultural Renewal and Reconciliation**

Students develop an appreciation of the language and culture of the custodians, and the importance these play in the lives of Aboriginal and Torres Strait Islander peoples. Through the language, they gain insights into early contact history. Furthermore, they develop an appreciation of the role that language plays in cultural renewal and in reconciliation.

Suggested learning in this focus area may include:

- Language and identity
- Language, self-esteem and wellbeing
- Auxiliary language
- Renewal of cultural practices
- Language as a vehicle for reconciliation
• Connecting with our past
• Forging pathways to the future.
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Australian Languages: Language Revival:

- Assessment Type 1: Language Inquiry
- Assessment Type 2: Language Folio

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- one language inquiry
- three language folio tasks.

For a 20-credit subject, students should provide evidence of their learning through six assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- two language inquiries
- four language folio tasks.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for students what they need to learn
- design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- communicating
- awareness and analysis
- identities and ecologies.
The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Communicating**
The specific features are as follows:
C1 Use of language to communicate accurately and appropriately in [Revival Language]
C2 Collaboration with others.

**Awareness and Analysis**
The specific features are as follows:
AA1 Understanding of the relationship between written and oral systems in [Revival Language]
AA2 Knowledge and understanding of the relationship between language, culture and custodians
AA3 Interpretation and analysis of linguistic and cultural features

**Identities and Ecologies**
The specific features are as follows:
IE1 Reflection on self as language learner and language user
IE2 Understand and explore the context of revival and/or reclamation of [Revival Language]
IE3 Reflection on the relationship between the revival of [Revival Language] and the processes of cultural renewal and reconciliation
SCHOOL ASSESSMENT

Assessment Type 1: Language Inquiry

For a 10-credit subject, students undertake one language revival inquiry in which they investigate the post-colonial decline and/or revival of [Revival Language], reviewing the resources and records of [Revival Language].

The study should reference the pre-colonial community of [Revival Language] language speakers and their relations with surrounding Australian Aboriginal language groups.

Where a student investigates the process of language reclamation, they assess the value of existing written documents and/or recordings and/or first-hand knowledge to the revival process. They assess how knowledge about the lexico-semantics and grammatical structures of other Australian languages might inform the revival of [Revival Language].

Where a student investigates the processes of language loss, they should reference what is known of the last speakers of the [Revival Language] and at what stage the language’s records were collected.

They produce a written, oral or multimodal piece of work demonstrating their understanding of the context in which the [Revival Language] has been lost and/or is now being revived.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- awareness and analysis
- identities and ecologies.

Assessment Type 2: Language Folio

For a 10-credit subject, students undertake three tasks comprising:

- one text performance
- one language analysis
- one reclamation skills task

At least one task should involve students working collaboratively, with each student reflecting on their role in, and contribution to, the collaborative task. The reflection should include discussion about own learning and identity as learner and user of [Revival Language].

At least one task should provide students with the opportunity to discuss the relationship between language, culture and community.

Text performance

Students perform a task in which they must move between a written and a spoken text in [Revival Language]. The task may integrate English and [Revival Language].

The performed text may be created for a variety of purposes, including language sharing and exchange, sharing information, expressing creativity and imagination, and/or interpreting other texts.
Students may either make use of an existing text in [Revival Language] or, where appropriate and in keeping with language protocols, create their own text.

Students demonstrate their understanding of how the orthography of [Revival Language] represents the sound system of the language, and show command of the lexicon, demonstrating an understanding of aspects of the grammatical structures of [Revival Language].

Possible text types include, but are not limited to, production and performance in [Revival Language] of a short play, communicative exchange, documentary, autobiography, biography, or a welcome to country speech.

**Language analysis**

Students analyse and interpret one or more texts in [Revival Language] by responding in English and/or [Revival Language], as appropriate.

Students analyse and interpret linguistic and cultural features of texts and identify and explain the relationship between language, culture and community.

A text may be a full text or part of a text and may be a written, spoken or multimodal text.

Students may use dictionaries and/or word lists as supports.

**Reclamation skills**

Students explore the processes and protocols of language reclamation and demonstrate their understanding by applying those skills individually or collaboratively.

Students make connections between language, culture and community and ensure they adhere to the appropriate practice and protocols, respecting and understanding the [Revival Language] community.

Tasks should be presented in multimodal form, and should be the equivalent of a maximum of 5 minutes.

Tasks could include, for example:

- community discussion about the principles and protocols of language revival
- linguistic reconstruction using available resources
- lexical expansion based on known linguistic and grammatical patterns and structures
- investigation of language variation and change
- investigation of domains for language use
- developing collaborative strategies and/or resources for reintroducing revival language.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- communicating
- awareness and analysis
- identities and ecologies.
PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.
### Performance Standards for Stage 1 Australian Languages: Language Revival

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<th>Awareness and analysis</th>
<th>Identities and ecologies</th>
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<tr>
<td><strong>A</strong></td>
<td>Highly accurate and appropriate use of language to communicate in [Revival Language]. Highly effective use of respectful interaction to collaborate with others.</td>
<td>Comprehensive understanding of the relationship between written and oral systems of [Revival Language]. In-depth knowledge and understanding of the relationship between language culture and custodians. Sophisticated and insightful interpretation and analysis of linguistic and cultural features.</td>
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<td><strong>B</strong></td>
<td>Meaning is communicated in [Revival Language] with a sound degree of accuracy and appropriateness. Mostly effective use of respectful interactions to collaborate with others.</td>
<td>Thorough understanding of the relationship between written and oral systems of [Revival Language]. Perceptive knowledge and understanding of the relationship between language culture and custodians. Accurate and informed interpretation and analysis of linguistic and cultural features.</td>
</tr>
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<td><strong>C</strong></td>
<td>Competent communication of meaning in [Revival Language] with accuracy and appropriateness. Generally effective use of respectful interactions to collaborate with others.</td>
<td>Appropriate understanding of the relationship between written and oral systems of [Revival Language]. Sound knowledge and understanding of the relationship between language culture and custodians. Generally accurate and informed analysis and interpretation of linguistic and cultural features.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Basic communication of meaning in [Revival Language] with some accuracy and appropriateness. Use of some respectful interactions to collaborate with others.</td>
<td>Some understanding of the relationship between written and oral systems of [Revival Language]. Basic knowledge and understanding of the relationship between language culture and custodians. Partially accurate and informed analysis and interpretation of linguistic and cultural features.</td>
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<td>Communicating</td>
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<tr>
<td>Attempted communication of meaning in [Revival Language] with minimal accuracy and appropriateness. Limited interaction and collaboration with others.</td>
<td>Minimal understanding of the relationship between written and oral systems of [Revival Language]. Limited knowledge and understanding of the relationship between language culture and custodians. Interpretations of linguistic and cultural features.</td>
<td>Attempted reflection on self as language learner and language user. Limited exploration of the context of revival and/or reclamation of [Revival Language]. Attempted reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
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ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE, which are on the SACE website (www.sace.sa.edu.au).
Australian Languages – Language Revival

2020 Subject Outline
Stage 2

Draft for consultation
15 April - 24 May 2019

Version 2.0
Ref: A724300
It is anticipated this subject outline will be accredited for teaching at Stage 2 from 2020.
INTRODUCTION

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Students of Australian Languages: Language Revival learn to communicate using an Australian language that has been marginalised since colonisation.

Informed by continuing oral traditions, students move between oral and written representations of the language. Recognising the centrality of written representations of Australian languages within most revival contexts, students develop skills in representing the [Revived Language] in written form.

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- learning from and about local language materials available through community organisations and in local, state, and national archives and libraries
- acquiring knowledge of an Australian language by identifying and exploring features of the language
- understanding and applying cultural norms and protocols associated with learning, using, researching and reviving Australian languages
- increasing insights into the nature, styles, and purposes of language
- expanding the existing linguistic and cultural resources in the Australian community
- deepening their knowledge and understanding of how language functions
- making connections and comparisons within and/or between languages
- using available resources to research and extend their understanding of words and word origins
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• increasing awareness and understanding of the ways in which their own language(s) and culture(s) shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity

• making connections between language learning, language and cultural restoration, and group and individual identity

• extending their understanding that language revival and revitalisation is important to reviving and revitalising cultural and spiritual practices

• extending their understanding that for Aboriginal students, learning [Australian Language] can be fundamental to strengthening identity and self-esteem and for non-Aboriginal students, this provides a focus for the development of cultural understanding and reconciliation

• extending their understanding of and appreciating concepts such as diversity, distribution, interdependence, and status as they apply to the state and nature of Australian languages

• identifying the uses of [Australian Language] in contemporary society

• appreciating the role of languages education and research in reviving and revitalising [Australian Language]

• drawing on the insights, knowledge, and experience of community members and other sources of Aboriginal voices

• interpreting and reflecting on their own intercultural experiences

• reflecting on their own assumptions, beliefs, values, and perspectives, as one of many

• understanding and appreciating their own role as learners, users and mediators of [Australian Language].

**Ethical understanding**

In this subject students extend and apply their ethical understanding capability by, for example:

• extending their understanding that Australian languages are uniquely and irreplaceably Australian

• understanding and applying cultural norms and protocols associated with learning, reviving, using, and researching Australian languages

• making connections between language learning and social justice and equity for Aboriginal and Torres Strait Islander peoples
• contributing to social cohesiveness through better communication and understanding
• extending their understanding of the impact of some key government policies, legislation, and judicial processes on heritage and identity
• extending their understanding of and respecting community consultation protocols and how they apply to fieldwork methodologies.

Intercultural understanding
In this subject students extend and apply their intercultural understanding capability by, for example:
• extending their understanding that revival and revitalisation of [Australian Language] is of great importance to both Aboriginal and non-Aboriginal Australians, and contributes to national identity
• contributing to the reconciliation processes through increased linguistic and intercultural competence
• extending their understanding of relationships between Australian languages, cultures, and identities in a national and global context
• extending their understanding of how cultural concepts and practices affect ways in which people see the world, interact, and communicate with others
• considering and reflecting on their own view of the world in context, as one of many
• responding with empathy to what the relationship between language and identity means for individuals and communities
• extending their understanding of the intrinsic relationship between language, culture, country and spirituality
• noticing, comparing and reflecting on assumptions, values and ways of knowing.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES
In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:
• providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
• recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
• drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
• promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.
LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Aboriginal Studies.

In this subject, students are expected to:

1. communicate using an Australian language
2. develop and apply knowledge and understanding of one or more Australian languages and their ecologies and how they have changed over time
3. explore and explain the language structures and cultural specificities of one or more Australian languages, and how these change over time and place
4. understand and explore the processes and protocols of cultural renewal and language revival
5. reflect on self as learner and language user, and on own learning from and with Aboriginal people and language resources.

CONTENT

Stage 1 Australian Languages: Language Revival is a 10-credit subject or a 20-credit subject. The subject comprises the following focus areas:

- Revival Language
- Language revival processes
- Cultural renewal and reconciliation.

For a 10-credit subject, and a 20-credit subject, students study all three focus areas.

Revival Language

Students develop and extend their communicative and performative competence in the [Revival Language], consistent with available language resources. They build their understanding of, and respect for, culturally specific norms and protocols. Drawing on continuing oral traditions, the study of the [Revival Language] will be informed by comparison with closely related Australian languages of the surrounding region and/or with other Australian languages.

Through the study of [Revival Language], students develop the skills to mediate between written and oral forms of language, explore and analyse cultural specificities of words and phrases and develop an awareness and ability to analyse and reflect on language structures, and the relationship between language, culture and community.
Suggested learning in this focus area may include:

- Language ecology
- Language typology
- Language structures
- Metalinguistic awareness
- Sociolinguistic practices in [Revival Language]
- Sociocultural features of [Revival Language]

**Language Revival Processes**

Students develop an awareness of how languages are reclaimed from continuing oral traditions, historical documentation, and current knowledge of Australian languages. They investigate the way in which the records are interpreted and the revival language is shaped for use in the twenty first century as a result of decisions made by the custodians, and the application of linguistic techniques.

Students develop an awareness of the ways in which and the reasons why the revived language is likely to differ from that spoken at the time of European settlement.

Suggested learning in this focus area may include:

- Principles and protocols
- Linguistic reconstruction
- Filling the gaps
- Lexical expansion
- Language variation and change
- Creating domains for language use
- Strategies for reintroducing revival language

**Cultural Renewal and Reconciliation**

Students develop an appreciation of the language and culture of the custodians, and the importance these play in the lives of First Nation peoples. Through the language, they gain insights into early contact history. Furthermore, they develop an appreciation of the role that language plays in cultural renewal and in reconciliation.

Suggested learning in this focus area may include:

- Language and identity
- Language, self-esteem and wellbeing
- Auxiliary language
- Renewal of cultural practices
- Language as a vehicle for reconciliation
- Connecting with our past
- Forging pathways to the future
ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Australian Languages: Language Revival.

School assessment (70%)
- Assessment Type 1: Language Folio (40%)
- Assessment Type 2: Collaborative Project (30%)

External assessment (30%)
- Assessment Type 3: Language Exploration (30%).

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:
- four language folio tasks
- one collaborative project
- one language exploration.

ASSESSMENT DESIGN CRITERIA
The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for students what they need to learn
- teachers and assessors to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.
For this subject the assessment design criteria are:
- communicating
- awareness and analysis
- identities and ecologies.

The specific features of these criteria are described below.
The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

**Communicating**

The specific features are as follows:
C1 capacity to communicate accurately and appropriately in [Revival Language]
C2 collaboration with others.

**Awareness and Analysis**

The specific features are as follows:
AA1 Understanding of the relationship between written and oral systems in [Revival Language] within the Australian revival context
AA2 Knowledge and understanding of the relationship between language, culture and custodians
AA3 Interpretation and analysis of linguistic and cultural features

**Identities and Ecologies**

The specific features are as follows:
IE1 Reflection on self as language learner and language user
IE2 Exploration and explanation of the context of revival and/or reclamation of [Revival Language]
IE3 Reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation

**SCHOOL ASSESSMENT**

**Assessment Type 1: Language Folio (40%)**

Students undertake one Language Folio that comprises four tasks:
- at least one text performance and commentary
- at least one language analysis
- at least one reclamation skills task.
Text performance

Students perform a task in which they must move between a written and a spoken text in [Revival Language]. The task may integrate English and [Revival Language].

The performed text may be created for a variety of purposes, including language sharing and exchange, sharing information, expressing creativity and imagination, and/or interpreting other texts.

Students may either make use of an existing text in [Revival Language] or, where appropriate and in keeping with language protocols, create their own text.

Students demonstrate their understanding of how the orthography of [Revival Language] represents the sound system of the language, and show command of the lexicon, demonstrating an understanding of aspects of the grammatical structures of [Revival Language].

Possible text types include, but are not limited to, production and performance in [Revival Language] of a short play, communicative exchange, documentary, autobiography, biography, or a welcome to country speech.

Accompanying the text performance, students produce a commentary explaining the difficulties and limitations of producing texts in a revived language, which references knowledge about revival processes.

Students should consider the particular ways and the extent to which the revived language is likely to differ from the language spoken prior to colonisation.

Students may also consider the:

- differences between the sound and writing systems of [Revival Language] and English
- structural differences between [Revival Language] and English
- differences between the cultural knowledges and worldviews carried in [Revival Language] and English.

Language analysis

Students analyse and interpret one or more texts in [Revival Language] by responding in English and/or [Revival Language], as appropriate.

Students analyse and interpret linguistic and cultural features of a text or texts and identify and explain the relationship between language, culture and community.

A text may be a full text or part of a text and may be a written, spoken or multimodal text in [Revival Language].

Students may use dictionaries and/or word lists as supports.
Reclamation skills
Students explore the processes and protocols of language reclamation and demonstrate their understanding by applying those skills.
Students make connections between language, culture and community and ensure they adhere to the appropriate practice and protocols, respecting and understanding the [Revival Language] community.
Tasks should be presented in multimodal form.
Tasks could include, for example:
- Community discussion about the principles and protocols of language revival
- Linguistic reconstruction using available resources
- Lexical expansion based on known linguistic and grammatical patterns and structures
- Investigation of language variation and change
- Investigation of domains for language use
- Developing collaborative strategies and/or resources for reintroducing revival language

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- communicating
- awareness and analysis
- identities and ecologies.

Assessment Type 2: Collaborative Project (30%)
Students work collaboratively to apply their knowledge and understanding of [Revival Language] in the planning and implementation of a project, activity or performance that raises public awareness about [Revival Language] cultural renewal and reconciliation.
Students may work in a school or community-based group, or any other appropriate collaboration. The group may collaborate face-to-face or in a digital environment, including social media forums, or a combination of both.
The collaborative project should be made up of a combination or oral, written and multimodal forms in [Revival Language].
The collaborative project may include, for example:
- the development of [Revival Language] resources for a public place, such as a tourism site, historical site, or conservation reserve
- present an exhibition of learning that celebrates [Revival Language] narratives and/or issues that are of significance to Aboriginal peoples and/or communities
- create a digital [Revival Language] tool or education pack
- organise an activity related to the building, transmission and/or maintenance of [Revival Language]
Students should consider the context, purpose and audience for their project.

Each group should present evidence of their project, such as photographs, a video recording, electronic and/or hard copy materials or other products.

Each student should present individual evidence of reflection on their own learning from the language awareness project, including evidence of their contribution to planning and collaboration.

The language awareness project, including reflection, may be presented in [Revival Language] or English or a combination of [Revival Language] and English. It should be presented in multimodal, oral or written form.

It should be a maximum of 9 minutes if oral, 1500 words if written, or the equivalent if multimodal.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- communicating
- awareness and analysis
- identities and ecologies.

EXTERNAL ASSESSMENT

Assessment Type 3: Language Exploration (30%)

Students apply their knowledge and understanding of the processes and protocols of language reclamation, reconstitution and revival to explore and explain their interpretation of new or created language, utilising the existing knowledge of language systems and structures of the [Revival Language].

Students work collaboratively with others (e.g. peers, members of the community, linguists) to explore their understanding of the language building techniques used in the reclamation and reconstitution of [Revival Language], and how this contributes to the ongoing processes of cultural renewal and reconciliation.

Individually, students develop, refine and present their language exploration.

The language exploration may build on the work, but must not repeat any of the work, from Assessment Type 1, or may be a new work.

Students develop and extend their understanding of [Revival Language] by:

- exploring how language is reclaimed and/or reconstituted
- exploring existing language resources
- experimenting and applying language building techniques
- reflecting on the relationship between language, culture and community
- reflecting on the relationship between language reclamation and the ongoing processes of cultural renewal and reconciliation.

Students provide evidence of their learning in a study that comprises:

- synthesised evidence of language exploration and application of language building techniques
• reflection on the relationship between language, culture and community, and the ongoing process of reconciliation.

The language exploration may be presented in written, oral or multimodal form. It should be up to a maximum of 2000 words if written or the equivalent for multimodal format.

The following specific features of the assessment design criteria for this subject are assessed in the language exploration:

• Communicating – C1
• Awareness and Analysis – AA1, AA2
• Identities and Ecologies – IE2, IE3

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.
## Performance Standards for Stage 2 Australian Languages: Language Revival

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Awareness and Analysis</th>
<th>Identities and Ecologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highly accurate and appropriate use of language to communicate in [Revival Language].</td>
<td>Comprehensive understanding of the relationship between written and oral systems of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td>Highly effective use of respectful interaction to collaborate with others.</td>
<td>In-depth knowledge and understanding of the relationship between language culture and custodians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sophisticated and insightful Interpretation and analysis of linguistic and cultural features.</td>
</tr>
<tr>
<td></td>
<td>Insightful reflection on self as language learner and language user.</td>
<td>Comprehensive understanding and exploration of the context of revival and/or reclamation of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insightful reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
</tr>
<tr>
<td>B</td>
<td>Meaning is communicated in [Revival Language] with a sound degree of accuracy and appropriateness.</td>
<td>Thorough understanding of the relationship between written and oral systems of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td>Mostly effective use of respectful interaction to collaborate with others.</td>
<td>Mostly in-depth knowledge and understanding of the relationship between language culture and custodians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and informed interpretation and analysis of linguistic and cultural features.</td>
</tr>
<tr>
<td></td>
<td>Mostly insightful reflection on self as language learner and language user.</td>
<td>Detailed understanding and exploration of the context of revival and/or reclamation of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mostly insightful reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
</tr>
<tr>
<td>C</td>
<td>Competent communication of meaning in [Revival Language] with accuracy and appropriateness.</td>
<td>Appropriate understanding of the relationship between written and oral systems of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td>Generally effective use of respectful interactions to collaborate with others.</td>
<td>Sound knowledge and understanding of the relationship between language culture and custodians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally accurate and informed analysis and interpretation of linguistic and cultural features.</td>
</tr>
<tr>
<td></td>
<td>Competent reflection on self as language learner and language user.</td>
<td>Satisfactory understanding and exploration of the context of revival and/or reclamation of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thoughtful reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
</tr>
<tr>
<td>D</td>
<td>Basic communication of meaning in [Revival Language] with some accuracy and appropriateness.</td>
<td>Some understanding of the relationship between written and oral systems of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td>Use of some respectful interactions to collaborate with others.</td>
<td>Basic knowledge and understanding of the relationship between language culture and custodians.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partially accurate and informed analysis and interpretation of linguistic and cultural features</td>
</tr>
<tr>
<td></td>
<td>Some reflection on self as language learner and language user.</td>
<td>Some understanding and exploration of the context of revival and/or reclamation of [Revival Language].</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
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<td>Communicating</td>
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</tr>
<tr>
<td>Attempted communication of meaning in [Revival Language] with minimal accuracy and appropriateness. Limited interaction and collaboration with others.</td>
<td>Minimal understanding of the relationship between written and oral systems of [Revival Language]. Limited knowledge and understanding of the relationship between language culture and custodians. Interpretations of linguistic and cultural features.</td>
<td>Attempted reflection on self as language learner and language user. Limited exploration of the context of revival and/or reclamation of [Revival Language]. Attempted reflection on the relationship between the revival of [Revival Language] and the ongoing and inter-related processes of cultural renewal and reconciliation.</td>
</tr>
</tbody>
</table>
ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE
Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH
Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE, which are on the SACE website (www.sace.sa.edu.au).