Australian Languages
First Language

2020 Subject Outline
Stage 1
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INTRODUCTION

SUBJECT DESCRIPTION

Australian Languages — First Language is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The study of Australian Languages — First Language values and strengthens students’ linguistic and cultural knowledge, skills, and understanding. It allows for school learning which is more reflective of and consistent with students’ lifeworlds, and therefore more responsive to their individual needs as learners.

In this subject, students respond to and create texts in and for a range of personal, social, cultural, and community contexts. Students investigate the interdependence of language, land, and cultural knowledge, and explore issues of linguistic and cultural identity, variation and change. They investigate factors that affect their language, and consider ways in which to maintain, transmit and advocate for them.

Students extend their ability to communicate effectively with a wide range of people, in different contexts and for different purposes. They use a range of intercultural communication techniques and skills to exchange information, ideas and perspectives with others. Students use and reflect upon the forms and registers of language that are appropriate for the cultural context.

Through the study of Australian Languages — First Language, students broaden their awareness of the oral and written systems and structures of the language and improve their ability to analyse linguistic, cultural and stylistic features of the language. Through the study and analysis of texts, students are able to interpret and explain meaning within and across languages and cultures.

Students reflect on their personal experiences as both learners and users of an Australian Language, examining their experiences and exchanges, and reflecting on their own identity. In addition, students critically reflect on the relationship between language, culture and communities – gaining and sharing insights into the different ways in which culture influences communication.

The study of Australian Languages — First Language is vital to the maintenance, transmission and survival of Australian languages, and provides a space in which the voices of Aboriginal communities can be heard and amplified. Central to this is collaboration with other language learners and speakers of the language to use, maintain and transmit language. Working collaboratively, students design and implement projects using language in action for an intended purpose and audience.

Students develop respect for and awareness of the diversity of the languages of Aboriginal peoples and communities. They develop and extend their respect for, and understanding of appropriate and respectful ways of thinking, listening, communicating, and acting.
Refer to Appendix A\(^1\) for language-specific information on the Australian Languages assessed as a First Language.

In this subject, ‘Australian Languages’ refers to all Aboriginal and Torres Strait Islander languages and cultures of Australia. For information about the teaching and learning of Auslan, another Australian language, please see the Auslan Continuers Level Subject Outline.

**PRINCIPLES AND PROTOCOLS**

The following guiding principles and protocols have been identified as fundamental to the development of Australian Languages — First Language 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.

\(^1\) The addition of language-specific appendices will be on a needs basis and will occur over time with the support of communities.
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 relevant to language learning, and language maintenance
- expressing and exchanging ideas, opinions, and experiences in [First Language]
- communicating effectively and appropriately in [First Language] for a range of purposes and audiences
- engaging with and reflecting on ways of creating texts for a diverse range of purposes and audiences
- recognising and experimenting with language patterns and structures
- applying their understanding of features of lexicology in [First Language]
- applying their understanding of features of morphology and syntax in [First Language]
- extending and integrating their skills and understanding of the relationship between orthography and phonology
- learning from and about local language materials available through community organisations and in local, state, and national archives and libraries
- increasing insights into the nature, styles, and purposes of language
- making connections and comparisons between [First Language] and English and/or other languages
- interpreting and mediating meaning within and across languages and cultures
- considering the dimensions of context and audience
- extending and integrating their skills of listening, speaking, reading, viewing, and writing
- extending their understanding of various styles, structures and registers of narratives
- extending their understanding of narratives as told by Aboriginal peoples in oral, written, and/or audiovisual form
- applying their understanding of narratives to read and hear Country
applying their understanding of ways in which external influences impact upon language use
appropriately acknowledging interactions, collaboration, and learning from and with Aboriginal peoples and communities.

**Numeracy**

In this subject students extend and apply their numeracy capability by, for example:
- using and understanding the complex patterns, order, shapes, motions, rhythms of time and space, and relationships within an Australian language
- extending their understanding of concepts such as age, time, measurement, and kinship in different cultures as expressed through language
- extending their understanding of differences between Aboriginal and non-Aboriginal number systems
- using tables or graphs for analysis to support an idea, opinion, or position when creating texts and interacting in [First Language]
- extending their understanding of culturally specific ways of ordering place and space.

**Information and communication technology (ICT) capability**

In this subject students extend and apply their ICT capability by, for example:
- analysing and evaluating ways in which technology influences and changes language use
- using technologies to create new ways of thinking about and communicating in [First Language]
- using technologies to engage with a diverse range of audiences beyond the classroom
- engaging with a variety of digital texts
- extending their understanding of issues of access and custodianship of [First Language] digital materials
- using technologies to decode and encode language systems
- evaluating the integrity of digital information and sources in [First Language]
- appreciating ways in which technologies inspire curiosity about language and meaning
- using technologies to record, shape and refine personal language use and enhance learning
- using technologies to maintain and sustain [First Language]
- learning from Aboriginal voices through digital, audiovisual, and multimedia sources.
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 analytical, critical, creative, independent, and reflective thinking
- making comparisons and drawing connections within and/or between languages to develop their knowledge and understanding of the nature of language variation and change
- deconstructing and analysing the historical, political, social, and economic influence and impact of government policies on geographical locations and languages
- deconstructing and analysing the impact of institutional systems and structures on [First Language] and the community
- extending their understanding of the power imbalance between [First Language] and English
- understanding and creating links between existing and new knowledge
- analysing features of [First Language] such as lexicology, morphology, phonology, orthography, and syntax
- analysing and explaining reasons for different orthographies within [First Language]
- analysing multiple perspectives in anticipating and solving problems
- analysing language patterns and structures
- adapting and transferring communication skills across a variety of contexts and for different purposes
- applying their understanding of the power and function of [First Language]
- reflecting on the processes involved in mediating meaning within and across languages and cultures
- questioning, appreciating, and being open to the value of different perspectives in texts
- creating spoken, written and multimodal responses to global issues.

Personal and social capability

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

- appreciating that [First Language] holds cultural and social knowledge and ways of thinking for the communities who speak and identify with it
- extending their understanding that the long-term maintenance of Australian Aboriginal languages as strong and viable languages is of great importance to both Aboriginal and Torres Strait Islander and non-Aboriginal Australians, and contributes to national identity
- exploring and extending their understanding of the Australian Aboriginal ways of seeing the world and how these perspectives contribute to and may benefit people beyond the [First Language] community
- 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
- extending their understanding of the importance of intergenerational collaboration and transmission in successful Aboriginal languages learning
- extending their understanding that maintenance of [First Language] is important to retaining cultural and spiritual practices
- extending their understanding of the connections between language learning, cultural restoration, and group and individual identity
- extending their understanding that for Aboriginal and Torres Strait Islander students, learning [First Language] can be fundamental to strengthening identity and self-esteem
- exploring and explaining contemporary expressions of Aboriginal and Torres Strait Islander culture, heritage, and identity
- 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
- appreciating the role of languages education and research in maintaining [First Language]
- reflecting on learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice
- interpreting and reflecting on their own intercultural experiences and considering the ways in which they might respond in the future
- reflecting on their own assumptions, beliefs, values, and perspectives
- collaborating with other learners and users of [First Language] to co-construct, exchange and mediate meaning
- understanding and appreciating their own role as learners, users and mediators of [First Language].

Ethical understanding

In this subject students extend and apply their ethical understanding capability by, for example:
- extending their understanding that Australian Aboriginal languages belong to Country
- understanding and applying cultural norms and protocols associated with learning, using, and researching Australian Aboriginal 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
- understanding the impact of government policies, legislation, and judicial processes on heritage and identity over time
- reflecting on the impact of their own assumptions, beliefs, values, and perspectives
- respecting narratives as told by Aboriginal peoples, past and present
- appreciating, empathising with and learning from diverse ways of knowing, being, and acting in different contexts.
Intercultural understanding

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

- extending their understanding that the survival of Australian Aboriginal languages as strong and viable languages is of great importance to both Aboriginal and non-Aboriginal Australians, and contributes to local, regional and national identity
- contributing to the reconciliation processes through increased linguistic and intercultural competence
- extending their understanding of relationships between Aboriginal 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
- appreciating and understanding the diversity and importance of cultural expressions, including language, literature, painting, music, performance, and oral traditions
- noticing, comparing and reflecting on assumptions, values and ways of knowing
- respecting and understanding cultural protocols including intellectual and cultural property rights
- reflecting on how others make meaning from what they say, and how they make meaning from what others say.
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 — First Language.

In this subject, students are expected to:
1. interact with others to exchange information, experiences, opinions and ideas in [First Language]
2. create texts in [First Language] to express information, experiences, opinions and ideas
3. understand and apply knowledge of [First Language] systems and structures
4. analyse and respond to texts that are in [First Language]
5. explore and analyse relationships between language, culture and identity and their roles in interpreting and shaping meaning and identity
6. understand and reflect on language change and shift, and consider ways to sustain, strengthen and advocate for [First Language].

CONTENT

Stage 1 Australian Languages — First Language is a 10-credit subject or a 20-credit subject that consists of the following four focus areas:

- Self: exploring identity in the context of family, community and the wider world
- Family: engaging resources of kinship to develop identity and understanding
- Community: engaging resources of community and country to develop identity and understandings
- Australia and the wider world: celebrating and embracing the cultures and languages of home communities in order to consider the future through a broader global perspective.

These four focus areas are cyclical in their development and are designed to develop and extend students’ strong understanding of identity and belonging as individuals, and in communities.
Self
The focus area of ‘self’ enables students to explore aspects of their identity in a range of contexts, such as family, community, and the wider world. Students may focus their study on the language and culture of:

- Meeting and greeting
- Interests and leisure activities
- Friendships and relationships
- Daily life and routines
- Personal identifiers (skin groups, moieties, totems etc.)
- Health, body and spirit (feelings and emotions, healthy living, bodily premonitions etc.)
- Hopes and aspirations
- Personal opinions on local, national and international topics

Family
The focus area of ‘family’ invites students to explore and engage with resources of kinship to develop a sense of identity and understanding of self through and with others. Students may focus their study on the language and culture of:

- Family and kinship connections, including obligation and avoidance relationships
- Family connections to country
- Family connections to other language groups
- Family histories
- Naming protocols
- Mourning rites
- Family art

Community
The focus area of ‘community’ supports students to engage with resources of community and country to develop a deeper sense of identity and understanding of self through and with community practices. Students may focus their study on the language and culture of:

- Community history, including links to pastoral industries, missions, railways etc.
- Past, present and future industries of community, including tools and implements, hunting and food collection etc.
- Community and social issues
- Community projects and/or programs
- Flora and fauna in and around the community, both past and present
- Significant events, celebrations and ceremonies in the life of the community
- Music and art of the community
- Tjukurpa
- Law and lore
- Imagining future communities
Australia and the wider world

The focus area of ‘Australia and the wider world’ enables students to celebrate and embrace the cultures and languages of home communities in order to consider the future through a broader global perspective. Students may focus their study on the language and culture of:

- Connections with other Australian Aboriginal languages
- Connection with indigenous language communities in other countries
- Status of [First Language] in relation to other Australian Aboriginal languages
- Opportunities for connections and collaboration between [First Language] communities and other communities
- Impact of national and international matters on [First Language] communities
- Impact of language policies, including language shift, change, variability, building and loss
- Means and methods of maintaining, strengthening, advocating and transmitting language in the modern world, including the use of ICTs
- Imagining future worlds
- Bilingual and multilingual practices within Australia and internationally.

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

Students should study a range of texts in [First Language]. The language that students use to respond to a text or texts may be either [First Language], English, or a combination of both [First Language] and English, as specified in each assessment type.

The focus areas are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all focus areas will require the same amount of study time.

The length of time and depth of treatment for each focus area will depend on a number of factors, including the:

- particular learning requirement(s) being covered
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the focus area and the student’s own world and experience
- assessments (including ways in which they are structured and the conditions under which they are set)
- language of the response
- access to resources.
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 — First Language:

- Assessment Type 1: Creating and responding
- Assessment Type 2: Language in action

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 creating and responding task
- one language in action task.

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:

- at least two creating and responding tasks
- at least one language in action task.

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 and expression
- **C2** Intercultural exchange of information, experiences, opinions and ideas
- **C3** Collaboration with others.

**Awareness and analysis**
The specific features are as follows:
- **AA1** Knowledge, understanding and application of [First Language] oral and written systems and structures
- **AA2** Analysis of linguistic, cultural and stylistic features
- **AA3** Interpretation and explanation of meaning of texts.

**Identities and ecologies**
The specific features are as follows:
- **IE1** Reflection on self as language learner and language user
- **IE2** Exploration and analysis of relationship between language, culture and communities
- **IE3** Understanding and reflection on [First Language] change and shift
- **IE4** Consideration of issues relating to sustaining, strengthening and advocating for [First Language].

**SCHOOL ASSESSMENT**

**Assessment Type 1: Creating and responding**
For a 10-credit subject, students undertake one creating and responding assessment comprising:
- at least one text creation
- at least one response to text(s)
Text creation

Students create written, oral and/or multimodal text(s) using [First Language] to communicate information, ideas and perspectives accurately and appropriately.

Texts may be created for a variety of purposes and audiences. For example:

- a recount of an event or narrative
- an imaginative narrative
- a description of Country
- a biography or autobiography
- a speech
- a poem or song
- a digital curation of texts, such as a series of social media postings based on a subject that is linked to a particular context
- a blog post, email or journal entry
- a newspaper or magazine article
- an interactive digital children’s story
- a multimedia display to educate a target group about an issue
- an artistic product (e.g. painting, drawing, 3D representation), including a designer’s statement explaining the interpretation and meaning of visual and/or physical representations.

The design of the assessments should specify:

- a context, purpose and audience
- the text type for creation
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

Text creations may be in written, oral, or multimodal form.

Response to text(s)

Students respond to a text or texts that are in [First Language] with responses in [First Language], English, or a combination of [First Language] and English.

Texts and responses may focus on any form of expression of the [First Language] to interpret and explain meaning, and to analyse linguistic, cultural and stylistic features.

Text(s) for study may include:

- narratives, including geographic narrative texts
- imaginative texts
- online texts
- non-fiction texts
• prose texts (or extracts)
• speeches or oral presentations
• visual texts
• dramatic texts
• advocacy texts (i.e. one that seeks to change attitudes or actions)
• biographical texts
• poetry

Responses to texts may focus on, but are not limited to analysis of:
• language and linguistic structures
• language variation and change
• relationship between language, culture and communities
• sociocultural representations (e.g. culture-specific terminology)
• grammar
• textual features (e.g. tone, register, stylistic features, geographic reference)

Teachers may negotiate the form of presentation of the responses with students. Responses to texts could include, but are not limited to:
• an evaluation of a text
• an oral presentation with visual images
• an interview
• an essay
• a digital curation (e.g. blog entry/entries, vlog, visual representations with captions)
• a performance (e.g. role play, monologue)
• an artistic product (e.g. painting, drawing, 3D representation), including a designer’s statement explaining the interpretation and meaning of visual and/or physical representations.

Responses may be in written, oral, or multimodal form.

Together, the tasks that comprise Assessment Type 1: Creating and responding should be the equivalent in multimodal form of a maximum of 12 minutes.

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: Language in action

For a 10-credit subject, students undertake one language in action project. Students work collaboratively to apply their linguistic and intercultural knowledge, understanding and skills of [First Language] in creating a language in action project that focuses on the survival, transmission and/or maintenance of [First Language].

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 language in action project may include, for example:

- development of [First Language] resources for a tourism site or public place (e.g. an interactive story map, place names with bilingual descriptions)
- work with younger students to develop their knowledge and understanding of [First Language] (e.g. series of language lessons, collaboration on performance)
- visit Aboriginal communities and/or organisations and present new learning about [First Language] from the visit
- present an exhibition of learning that celebrates [First Language] narratives and/or issues that are of significance to Aboriginal peoples and/or communities
- create an online [First Language] tool or education pack (e.g. digital dictionary, digital curation of resources, interactive game or app)
- organise a bilingual school assembly or performance.

Students should consider the context, purpose and audience for their project.

Students reflect on their language in action project. The reflection may include discussion about:

- self as language learner and language user
- relationship between language, culture and communities
- language variation and change
- issues relating to transmission and survival of [First Language] and how the project aims to address these
- effectiveness of collaboration.

Each student presents individual evidence of their:

- reflection on their own learning from the language in action project, including evidence of their contribution to planning and collaboration
- language in action project such as photographs and movie clips, resources, and digital products.
The reflection may be presented in [First Language] or English or a combination of [First Language] and English. It should be no more than 400 words if written, five minutes if presented orally, or the equivalent multimodal.

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

- communicating
- 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 — First Language

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<td><strong>A</strong></td>
<td>Language and expression used with a high degree of accuracy. A variety of intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas. Interacts and collaborates with others with a high degree of respect.</td>
<td>Thorough knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Analyses of linguistic, cultural and stylistic features are clear and detailed. Perceptive interpretation and explanation of the meaning of texts.</td>
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<td><strong>B</strong></td>
<td>Language and expression used with a sound degree of accuracy. Some intercultural communication strategies are used effectively to communicate information, experience, opinions and ideas. Interacts and collaborates with others in a mostly respectful manner.</td>
<td>Sound knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Analyses of linguistic, cultural and stylistic features are explained with some clarity and detail. Considered interpretation and explanation of the meaning of texts.</td>
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<tr>
<td><strong>C</strong></td>
<td>Language and expression used with some accuracy. One or more intercultural communication strategies are used with some effect to communicate information, experience, opinions and ideas. Interacts and collaborates with others in a generally respectful manner.</td>
<td>Competent knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Some analysis and explanation of linguistic, cultural and stylistic features. Satisfactory interpretation and explanation of the meaning of texts.</td>
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<td><strong>D</strong></td>
<td>Language and expression used with variable accuracy. Attempted use of one or more intercultural communication strategies to communicate information, experience, opinions and/or ideas. Attempted interaction and collaboration with others in a respectful manner.</td>
<td>Partial knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Partial analysis and explanation of linguistic, cultural and stylistic features. Partial interpretation and explanation of the meaning of texts.</td>
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<tr>
<td><strong>E</strong></td>
<td>Language and expression used with minimal accuracy. Limited use of one or more strategies to communicate information, experience, opinions and/or ideas. Limited interaction and collaboration with others in a respectful manner.</td>
<td>Limited knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Minimal analysis and/or explanation of linguistic, cultural and stylistic features. Limited interpretation and/or explanation of the meaning of texts.</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
First Language

2020 Subject Outline
Stage 2
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INTRODUCTION

SUBJECT DESCRIPTION

Australian Languages — First Language is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The study of Australian Languages — First Language values and strengthens students' linguistic and cultural knowledge, skills, and understanding. It allows for school learning which is more reflective of and consistent with students' lifeworlds, and therefore more responsive to their individual needs as learners.

In this subject, students respond to and create texts in and for a range of personal, social, cultural, and community contexts. Students investigate the interdependence of language, land, and cultural knowledge, and explore issues of linguistic and cultural identity, variation and change. They investigate factors that affect their language, and consider ways in which to maintain, transmit and advocate for them.

Students extend their ability to communicate effectively with a wide range of people, in different contexts and for different purposes. They use a range of intercultural communication techniques and skills to exchange information, ideas and perspectives with others. Students use and reflect upon the forms and registers of language that are appropriate for the cultural context.

Through the study of Australian Languages — First Language, students broaden their awareness of the oral and written systems and structures of the language and improve their ability to analyse linguistic, cultural and stylistic features of the language. Through the study and analysis of texts, students are able to interpret and explain meaning within and across languages and cultures.

Students reflect on their personal experiences as both learners and users of an Australian Language, examining their experiences and exchanges, and reflecting on their own identity. In addition, students critically reflect on the relationship between language, culture and communities — gaining and sharing insights into the different ways in which culture influences communication.

The study of Australian Languages — First Language is vital to the maintenance, transmission and survival of Australian languages, and provides a space in which the voices of Aboriginal communities can be heard and amplified. Central to this is collaboration with other language learners and speakers of the language to use, maintain and transmit language. Working collaboratively, students design and implement projects using language in action for an intended purpose and audience.

Students develop respect for and awareness of the diversity of the languages of Aboriginal peoples and communities. They develop and extend their respect for, and understanding of appropriate and respectful ways of thinking, listening, communicating, and acting.
Refer to Appendix A\textsuperscript{2} for language-specific information on the Australian Languages assessed as a First Language.

In this subject, ‘Australian Languages’ refers to all Aboriginal and Torres Strait Islander languages and cultures of Australia. For information about the teaching and learning of Auslan, another Australian language, please see the Auslan Continuers Level Subject Outline.

**PRINCIPLES AND PROTOCOLS**

The following guiding principles and protocols have been identified as fundamental to the development of Australian Languages — First Language 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.

\textsuperscript{2} The addition of language-specific appendices will be on a needs basis and will occur over time with the support of communities.
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 relevant to language learning, and language maintenance
- expressing and exchanging ideas, opinions, and experiences in [First Language]
- communicating effectively and appropriately in [First Language] for a range of purposes and audiences
- engaging with and reflecting on ways of creating texts for a diverse range of purposes and audiences
- recognising and experimenting with language patterns and structures
- applying their understanding of features of lexicology in [First Language]
- applying their understanding of features of morphology and syntax in [First Language]
- extending and integrating their skills and understanding of the relationship between orthography and phonology
- learning from and about local language materials available through community organisations and in local, state, and national archives and libraries
- increasing insights into the nature, styles, and purposes of language
- making connections and comparisons between [First Language] and English and/or other languages
- interpreting and mediating meaning within and across languages and cultures
- considering the dimensions of context and audience
- extending and integrating their skills of listening, speaking, reading, viewing, and writing
- extending their understanding of various styles, structures and registers of narratives
- extending their understanding of narratives as told by Aboriginal peoples in oral, written, and/or audiovisual form
- applying their understanding of narratives to read and hear Country
- applying their understanding of ways in which external influences impact upon language use
- appropriately acknowledging interactions, collaboration, and learning from and with Aboriginal peoples and communities.

**Numeracy**
In this subject students extend and apply their numeracy capability by, for example:
- using and understanding the complex patterns, order, shapes, motions, rhythms of time and space, and relationships within an Australian language
- extending their understanding of concepts such as age, time, measurement, and kinship in different cultures as expressed through language
- extending their understanding of differences between Aboriginal and non-Aboriginal number systems
- using tables or graphs for analysis to support an idea, opinion, or position when creating texts and interacting in [First Language]
- extending their understanding of culturally specific ways of ordering place and space.

**Information and communication technology (ICT) capability**
In this subject students extend and apply their ICT capability by, for example:
- analysing and evaluating ways in which technology influences and changes language use
- using technologies to create new ways of thinking about and communicating in [First Language]
- using technologies to engage with a diverse range of audiences beyond the classroom
- engaging with a variety of digital texts
- extending their understanding of issues of access and custodianship of [First Language] digital materials
- using technologies to decode and encode language systems
- evaluating the integrity of digital information and sources in [First Language]
- appreciating ways in which technologies inspire curiosity about language and meaning
- using technologies to record, shape and refine personal language use and enhance learning
- using technologies to maintain and sustain [First Language]
- learning from Aboriginal voices through digital, audiovisual, and multimedia sources.

**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 analytical, critical, creative, independent, and reflective thinking
making comparisons and drawing connections within and/or between languages to develop their knowledge and understanding of the nature of language variation and change

deconstructing and analysing the historical, political, social, and economic influence and impact of government policies on geographical locations and languages

deconstructing and analysing the impact of institutional systems and structures on [First Language] and the community

extending their understanding of the power imbalance between [First Language] and English

understanding and creating links between existing and new knowledge

analysing features of [First Language] such as lexicology, morphology, phonology, orthography, and syntax

analysing and explaining reasons for different orthographies within [First Language]

analysing multiple perspectives in anticipating and solving problems

analysing language patterns and structures

adapting and transferring communication skills across a variety of contexts and for different purposes

applying their understanding of the power and function of [First Language]

reflecting on the processes involved in mediating meaning within and across languages and cultures

questioning, appreciating, and being open to the value of different perspectives in texts

creating spoken, written and multimodal responses to global issues.

Personal and social capability

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

- appreciating that [First Language] holds cultural and social knowledge and ways of thinking for the communities who speak and identify with it

- extending their understanding that the long-term maintenance of Australian Aboriginal languages as strong and viable languages is of great importance to both Aboriginal and Torres Strait Islander and non-Aboriginal Australians, and contributes to national identity

- exploring and extending their understanding of the Australian Aboriginal ways of seeing the world and how these perspectives contribute to and may benefit people beyond the [First Language] community

- 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

- extending their understanding of the importance of intergenerational collaboration and transmission in successful Aboriginal languages learning

- extending their understanding that maintenance of [First Language] is important to retaining cultural and spiritual practices
• extending their understanding of the connections between language learning, cultural restoration, and group and individual identity
• extending their understanding that for Aboriginal and Torres Strait Islander students, learning [First Language] can be fundamental to strengthening identity and self-esteem
• exploring and explaining contemporary expressions of Aboriginal and Torres Strait Islander culture, heritage, and identity
• 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
• appreciating the role of languages education and research in maintaining [First Language]
• reflecting on learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice
• interpreting and reflecting on their own intercultural experiences and considering the ways in which they might respond in the future
• reflecting on their own assumptions, beliefs, values, and perspectives
• collaborating with other learners and users of [First Language] to co-construct, exchange and mediate meaning
• understanding and appreciating their own role as learners, users and mediators of [First Language].

Ethical understanding

In this subject students extend and apply their ethical understanding capability by, for example:
• extending their understanding that Australian Aboriginal languages belong to Country
• understanding and applying cultural norms and protocols associated with learning, using, and researching Australian Aboriginal 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
• understanding the impact of government policies, legislation, and judicial processes on heritage and identity over time
• reflecting on the impact of their own assumptions, beliefs, values, and perspectives
• respecting narratives as told by Aboriginal peoples, past and present
• appreciating, empathising with and learning from diverse ways of knowing, being, and acting in different contexts.
Intercultural understanding

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

- extending their understanding that the survival of Australian Aboriginal languages as strong and viable languages is of great importance to both Aboriginal and non-Aboriginal Australians, and contributes to local, regional and national identity
- contributing to the reconciliation processes through increased linguistic and intercultural competence
- extending their understanding of relationships between Aboriginal 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
- appreciating and understanding the diversity and importance of cultural expressions, including language, literature, painting, music, performance, and oral traditions
- noticing, comparing and reflecting on assumptions, values and ways of knowing
- respecting and understanding cultural protocols including intellectual and cultural property rights
- reflecting on how others make meaning from what they say, and how they make meaning from what others say.
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 Australian Languages — First Language.

In this subject, students are expected to:
1. interact with others to exchange and explain information, experiences, opinions and ideas in [First Language]
2. create texts in [First Language] to express information, experiences, opinions and ideas
3. understand and apply knowledge of [First Language] systems and structures
4. analyse linguistic, cultural and structural features in texts in [First Language] and formulate responses
5. explore and analyse relationships between language, culture and identity and their roles in interpreting and shaping meaning and identity
6. understand and reflect on language change and shift, and consider ways to sustain, strengthen and advocate for [First Language].

CONTENT
Stage 2 Australian Languages — First Language is a 20-credit subject that consists of the following focus areas:

- self: exploring identity in the context of family, community and the wider world
- family: engaging resources of kinship to develop identity and understanding
- community: engaging resources of community and country to develop identity and understandings
- Australia and the wider world: celebrating and embracing the cultures and languages of home communities in order to consider the future through a broader global perspective.

These four focus areas are cyclical in their development and are designed to develop and extend students’ strong understanding of identity and belonging as individuals, and in communities.

The following is a diagrammatical representation of the cyclical nature of the focus areas.
Self
The focus area of ‘self’ enables students to explore aspects of their identity in a range of contexts, such as family, community, and the wider world. Students may focus their study on the language and culture of:

- Meeting and greeting
- Interests and leisure activities
- Friendships and relationships
- Daily life and routines
- Personal identifiers (skin groups, moieties, totems etc.)
- Health, body and spirit (feelings and emotions, healthy living, bodily premonitions etc.)
- Hopes and aspirations
- Personal opinions on local, national and international topics

Family
The focus area of ‘family’ invites students to explore and engage with resources of kinship to develop a sense of identity and understanding of self through and with others. Students may focus their study on the language and culture of:

- Family and kinship connections, including obligation and avoidance relationships
- Family connections to country
- Family connections to other language groups
- Family histories
- Naming protocols
- Mourning rites
- Family art

Community
The focus area of ‘community’ supports students to engage with resources of community and country to develop a deeper sense of identity and understanding of self through and with community practices. Students may focus their study on the language and culture of:

- Community history, including links to pastoral industries, missions, railways etc.
- Past, present and future industries of community, including tools and implements, hunting and food collection etc.
- Community and social issues
- Community projects and/or programs
- Flora and fauna in and around the community, both past and present
- Significant events, celebrations and ceremonies in the life of the community
- Music and art of the community
- Tjukurpa
- Law and lore
- Imagining future communities
Australia and the wider world
The focus area of ‘Australia and the wider world’ enables students to celebrate and embrace the cultures and languages of home communities in order to consider the future through a broader global perspective. Students may focus their study on the language and culture of:
- Connections with other Australian Aboriginal languages
- Connection with indigenous language communities in other countries
- Status of [First Language] in relation to other Australian Aboriginal languages
- Opportunities for connections and collaboration between [First Language] communities and other communities
- Impact of national and international matters on [First Language] communities
- Impact of language policies, including language shift, change, variability, building and loss
- Means and methods of maintaining, strengthening, advocating and transmitting language in the modern world, including the use of ICTs
- Imagining future worlds
- Bilingual and multilingual practices within Australia and internationally.

Students study all four focus areas.

The focus areas are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. They are not intended to be taught independently. They are not necessarily designed to be of equivalent length – teachers may allocate more time to some than to others – and they may be sequenced and structured to suit individual cohorts of students.

Students should study a range of texts in [First Language]. The language that students use to respond to a text or texts may be either [First Language], English, or a combination of both [First Language] and English, as specified in each assessment type.

The length of time and depth of treatment for each focus area will depend on a number of factors, including the:
- particular learning requirement(s) being covered
- degree of familiarity that the student has with topics studied previously
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the focus area and the student’s own world and experience
- assessments (including ways in which they are structured and the conditions under which they are set)
- language of the response
- access to resources.
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 — First Language.

School assessment (70%)
- Assessment Type 1: Creating and responding (40%)
- Assessment Type 2: Language in action (30%)

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

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:
- one creating and responding task
- one language in action task
- one language study task.

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 Use of language and expression
C2 Intercultural exchange of information, experiences, opinions and ideas
C3 Collaboration with others.

Awareness and analysis

The specific features are as follows:
AA1 Knowledge, understanding and application of [First Language] oral and written systems and structures
AA2 Analysis of linguistic, cultural and stylistic features
AA3 Interpretation and explanation of meaning of texts.

Identities and ecologies

The specific features are as follows:
IE1 Reflection on self as language learner and language user
IE2 Exploration and analysis of relationship between language, culture and communities
IE3 Understanding and reflection on [First Language] change and shift
IE4 Consideration of issues relating to sustaining, strengthening and advocating for [First Language].

SCHOOL ASSESSMENT

Assessment Type 1: Creating and responding (40%)

Students undertake to complete one creating and responding assessment comprising:
• two text creation tasks
• two responses to text(s).

Text creation

Students create written, oral and/or multimodal text(s) using [First Language] to communicate information, experiences, opinions and ideas accurately and appropriately.
Texts may be created for a variety of purposes and audiences. For example:

- a recount of an event or narrative
- an imaginative narrative
- a description of Country
- a biography or autobiography
- a speech
- a poem or song
- a digital curation of texts, such as a series of social media postings based on a subject that is linked to a particular context
- a blog post, email or journal entry
- a newspaper or magazine article
- an interactive digital children’s story
- a multimedia display to educate a target group about an issue
- an artistic product (e.g. painting, drawing, 3D representation), including a designer’s statement explaining the interpretation and meaning of visual and/or physical representations.

The design of the assessments should specify:

- a context, purpose and audience
- the text type for creation
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

Text creations may be in written, oral or multimodal form.

**Response to text(s)**

Students respond to a text or texts that are in [First Language] with responses in [First Language], English, or a combination of [First Language] and English.

Texts and responses may focus on any form of expression of the [First Language] to interpret and explain meaning, and to analyse linguistic, cultural and stylistic features.

Text(s) for study may include:

- narratives, including geographic narrative texts
- imaginative texts
- online texts
- non-fiction texts
- prose texts (or extracts)
- speeches or oral presentations
- visual texts
- dramatic texts
- advocacy texts (i.e. one that seeks to change attitudes or actions)
- biographical texts
- poetry.

Responses to texts may focus on, but are not limited to analysis of:
- language and linguistic structures
- sociocultural representations (e.g. culture-specific terminology)
- grammar
- textual features (e.g. tone, register, stylistic features, geographic reference).

Teachers may negotiate the form of presentation of the responses with students. Responses to texts could include, but are not limited to:
- an evaluation of a text
- an oral presentation with visual images
- an interview
- an essay
- a digital curation (e.g. blog entry/entries, vlog, visual representations with captions)
- a performance (e.g. role play, monologue)
- an artistic product (e.g. painting, drawing, 3D representation), including a designer’s statement explaining the interpretation and meaning of visual and/or physical representations.

Responses may be in written oral or multimodal form.

Together, the tasks that comprise Assessment Type 1: Creating and responding should be the equivalent in multimodal form of a maximum of 20 minutes.

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: Language in action (30%)**

Students work collaboratively to apply their linguistic and intercultural knowledge, understanding and skills of [First Language] in creating a language in action project that focuses on the survival, transmission and/or maintenance of [First Language].

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 language in action project may include, for example:
- development of [First Language] resources for a tourism site or public place (e.g. an interactive story map, place names with bilingual descriptions)
• work with younger students to develop their knowledge and understanding of [First Language] (e.g. series of language lessons, collaboration on performance)
• visit Aboriginal communities and/or organisations and present new learning about [First Language] from the visit
• present an exhibition of learning that celebrates [First Language] narratives and/or issues that are of significance to Aboriginal peoples and/or communities
• create an online [First Language] tool or education pack (e.g. digital dictionary, digital curation of resources, interactive game or app)
• organise a bilingual school assembly or performance.

Students should consider the context, purpose and audience for their project.

Students reflect on their language in action project. The reflection may include discussion about:
• self as language learner and language user
• relationship between language, culture and communities
• language variation and change
• issues relating to transmission and survival of [First Language] and how the project aims to address these
• effectiveness of collaboration.

Each student presents individual evidence of their:
• reflection on their own learning from the language in action project, including evidence of their contribution to planning and collaboration
• language in action project such as photographs and movie clips, resources, and digital products.

The reflection may be presented in [First Language] or English or a combination of [First Language] and English. It should be no more than 800 words if written, eight minutes if presented orally, or the equivalent multimodal.

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

Assessment Type 3: Language study (30%)

Students undertake an investigation into a matter relating to [First Language]. Their investigation should be considered in the context of:

- the relationship between language, culture and communities
- [First Language] variation, change and/or shift
- issues relating to [First Language] transmission and survival.

The investigation may relate to students’ personal engagement with [First Language], [First Language] use within their family, [First Language] use within their community, and/or [First Language] engagement with Australia and the wider world.

A language study may focus on, for example:

- [First Language] variation and change in different contexts (e.g. language used online, with family, in school)
- Language change over time, investigated through experiences of family members (Kami/Tjamu, Ngunytju/Mama, Kuṯa/Kangkuru, Malanypa, Ukarj)
- Where and how [First Language] is used in the community in formal and/or informal ways
- Means, methods and purposes for [First Language] being shared beyond the [First Language]-speaking community (e.g. with other Australian Aboriginal language groups, with Piranpa, with the international community).

The texts that form the basis of the language study will depend upon the availability of appropriate resources. These may include, for example, elders, members of the community, artistic products, landforms on Country, guest speakers, articles, online archives, documentaries, films, short stories, songs, interviews, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the language study should be selected for analysis and interpretation, so that students are able to explore their topic in sufficient depth. At least three of the texts should be in [First Language].

Students may present their language study primarily in [First Language] and in English in written, oral or multimodal form. It should be no more than 800 words if written, eight minutes if presented orally, or the equivalent multimodal.

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

- communicating – C1
- identities and ecologies – IE2, IE3 and IE4
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 — First Language

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Awareness and analysis</th>
<th>Identities and ecologies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Highly developed and sophisticated control of expressive language, including features such as, grammatical structures, gesture and stylistic features. A wide variety of intercultural communication strategies are used effectively and appropriately to communicate information, experiences, opinions and ideas. Highly effective use of respectful interactions to collaborate with others.</td>
<td>Comprehensive knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. The functions of linguistic, cultural and stylistic features are explained with sophisticated analysis. Consistently accurate and appropriate interpretation and insightful explanation of meaning of texts.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Well-developed and intelligible control and use of some expressive language, including features such as, grammatical structures, gesture and stylistic features. A variety of intercultural communication strategies are used with good effect to communicate information, experiences, opinions and ideas. Mostly effective use of respectful interactions to collaborate with others.</td>
<td>Sound knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. The functions of linguistic, cultural and stylistic features are explained with well-informed analysis. Mostly accurate and appropriate interpretation and explanation of meaning of texts.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Generally effective and controlled use of some expressive language, including features such as, grammatical structures, gesture and stylistic features. Some intercultural communication strategies are used with some effect to communicate information, experiences, opinions and ideas. Generally effective use respectful interactions to collaborate with others.</td>
<td>Some knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. The functions of linguistic, cultural and stylistic features are explained with satisfactory analysis. Generally accurate and mostly appropriate interpretation and explanation of meaning of texts.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Awareness and analysis</td>
<td>Identities and ecologies</td>
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<tr>
<td><strong>D</strong></td>
<td>Partially effective use of some expressive language, including features such as, grammatical structures, gesture and stylistic features. Partially effective intercultural communication strategies are used to communicate information, experiences, opinions and ideas. Use of some respectful interactions to collaborate with others.</td>
<td>Basic knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. The functions of linguistic, cultural and/or stylistic features are explained with limited analysis. Occasionally accurate and somewhat appropriate interpretation and explanation of meaning of texts.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Attempted use of language, including features such as, grammatical structures, gesture and stylistic features. Limited intercultural communication strategies are used to communicate basic information, experiences, opinions and ideas. Minimal use of respectful interactions to collaborate with others.</td>
<td>Limited knowledge, understanding and application of the relationship between [First Language] oral and written systems and structures. Attempted analysis and minimal explanation of the functions of linguistic, cultural and/or stylistic features. Attempted interpretation and explanation of meaning of texts with limited accuracy and appropriateness.</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).