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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA website.

To assist teachers in developing courses, the VCAA publishes online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/indigenouslanguagesvictoria/Pages/Index.aspx) (incorporating the previously known Advice for teachers).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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Introduction

Background

Over two hundred and fifty languages and even more language varieties (dialects) were spoken in Australia prior to colonisation. Many of these languages are no longer in everyday use; some are spoken only for special purposes (such as ceremonies). Indigenous languages across Australia are at different stages: maintenance, revitalisation, revival and reclamation. There may even be languages about which we no longer have any knowledge and which are unlikely to ever be reclaimed. This loss of language heritage is a direct result of contact with English. Language displacement and loss have particularly affected Victoria and Tasmania where Aboriginal languages are no longer spoken as the primary means of communication. Even so, most Aboriginal Victorians are aware of their language heritage, although some may recall only fragments of the language passed down over several generations since English settlement.

Aboriginal Victorians have maintained their oral traditions when and where they can, despite continual removal and displacement. These oral traditions constitute the most important body of knowledge of the languages. Other material is available in local, state and national archives and libraries. The history of the Victorian Aboriginal people’s struggle to withstand attacks on their cultural heritage, language and identity
is remarkable. Despite the history of suppressed Aboriginal languages, many Victorian Aboriginal people celebrate their survival and advocate strongly for their revival and reclamation.

From the nineteenth century, information about Australian Indigenous languages was recorded by ‘protectors’, the clergy, squatters, police officers and other interested groups who were in contact with Aboriginal people. In the 1960s, for example, Luise Hercus recorded Aboriginal Victorians speaking their languages on tape. More recently, Aboriginal Victorians, together with linguists, have looked again at the material surviving for Victorian Aboriginal languages. Distinguishing between languages and dialects and defining language boundaries is challenging and may be contested, as explained below in the discussion
on mapping languages.

Language revival and reclamation

Victorian Aboriginal languages revival must be prioritised if Victorian Aboriginal communities are to speak and/or write their languages. There have been many lessons learnt from previous government reports and inquiries that identify the need for Victorian Aboriginal languages to be taught in schools. [*Marrung – Aboriginal Education Plan 2016–2026*](https://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf)and other state, national and international strategies and frameworks such as the [*National Agreement on Closing the Gap*](https://www.closingthegap.gov.au/national-agreement/national-agreement-closing-the-gap)clearly outline the connection between language learning and wellbeing, connectedness to culture and community and young Indigenous people’s ability to thrive and flourish.

In the course of this study, students will encounter the terms ‘maintenance’, ‘revitalisation’, ‘revival’ and ‘reclamation’. These are used with slightly different meanings by different authors. Language ‘maintenance’ generally refers to efforts made by a community to retain a language that is still widely used as a means of communication (and learned by children as their first language), but which is under threat by another dominant language. For example, Pitjantjatjara speakers may engage in language maintenance activities to ensure future generations of children continue to learn Pitjantjatjara as their mother tongue.

Language ‘revival’ and language ‘revitalisation’ are used interchangeably by many authors, and generally refer to efforts to bring a language back to widespread use in a community in which that language has been ‘sleeping’ or in which the language is only used by a small subset of the population (for example, elders) or
in restricted contexts (for example, ceremony). To the extent that these terms are differentiated, language revitalisation is typically applied to communities where the language is more widely used or remembered than in revival contexts. For this reason, the word ‘revival’ is used in this study, as it is primarily used when referring to Victorian Aboriginal languages, which have been adversely affected by colonisation.

The term ‘reclamation’ describes very similar situations and processes to revitalisation and revival, but focuses on the descendants of language speakers who are reclaiming their linguistic heritage. Reclamation is thus a personal and political process, not just a linguistic one.

Aboriginal communities in Victoria are all at different stages of their revival and reclamation journeys, and have their own plans and goals set to reach the visions they have for their languages. As each community is at different stages, some languages have more readily available resources than others. For some languages there are sketch grammars, grammars and dictionaries; some publications may be out of print; and some language groups might still be developing their dictionaries or grammar books. Some groups might have a limited amount of documentation for their languages and will, therefore, require more development of their language before it can be published or will be ready to be taught in schools.

Mapping languages in an accurate way is challenging, especially after the effects of language suppression following colonisation. Not all communities will agree with the way this is done. Before colonisation, tribes
(or clans) had their own indicators of the borders, which were depicted in the landscape in different ways
(for example, a river can be a border indicator, or a certain tree, or a specific hill).

When choosing language maps or resources for use in a classroom that show the groupings of languages
or where they are situated, it is best to consult with the community about which map or information they think closely aligns with their community’s knowledge (they may have their own maps or information they are willing to share).

Further information can be obtained from the [Victorian Aboriginal Corporation for Languages](https://vaclang.org.au/) (VACL).The [Victorian Aboriginal Education Association](https://www.vaeai.org.au/) (VAEAI) is also able to provide guidance on connecting with local Aboriginal communities through their [Local Aboriginal Education Consultative Groups](https://www.vaeai.org.au/local-aboriginal-education-consultative-groups/) (LAECG).

The language

Students in this course will study the history, grammar, vocabulary and social and cultural contexts of the Aboriginal language of the land their school is situated on. This language will be referred to as the ‘target language’ of study. As well as the particular features of the target language, students will study and be assessed on their understanding of the common linguistic features of other Australian Indigenous languages. Students should understand and respect the fact that people who are not members of the target language community can only play a supporting role in language revival, since **language revival can only be led by the Traditional Owners of the language**.

Scope of study

The VCE Aboriginal Languages of Victoria study focuses on students understanding the social and historical forces that have shaped the target language as it is today. This includes the target language community’s current sense of taking leadership and ownership of the revival of their language, and their goals and future visions for their language. To understand a local Aboriginal Community's revival efforts and visions, students develop knowledge of cultural protocols, build relationships and consult with the target language community.

**Learning a Victorian Aboriginal language in a school should always be undertaken with the approval of the appropriate Traditional Owners, following local protocols, and after making connections and consulting with members of the local Aboriginal Community.**

In this study students will develop an understanding of common structural features of Aboriginal languages, from linguistic descriptions of language features, to how the community views and describes their language and its relationship to culture, land and Indigenous identity.

Students will become familiar with different methods of language revival, including identifying the method(s) being currently used by the community of the target language of reclamation. They will gain an understanding of what resources are beneficial to language revival and the development of resources that would be helpful to the community. In addition, students will learn to make appropriate use of the target language of reclamation, in consultation with the local Aboriginal community.

Rationale

Victorian Aboriginal cultures are inextricably connected to Victorian Aboriginal languages. Reviving and maintaining language is core to reviving and maintaining cultural and spiritual practices. Aboriginal ancestral languages uphold and reinforce Aboriginal worldviews held in trust by previous generations. The Aboriginal Languages of Victoria study enables schools and other providers to target one or more of Victoria’s Aboriginal languages for study within the VCE, in consultation with members of the relevant Language community.

Students are actively encouraged to support the process of revival of a Victorian Aboriginal language of significance to their local area. This will involve the identification of strategies for community consultation, the identification of community language projects in progress, filling gaps in the revival process that is already happening in the community, and gauging how this study can be a part of and support the community's established revival plans. It will also include the acquisition of knowledge and skill in the location and the interpretation of historical records relating to the target language, as well as the active use of the target language in contemporary settings, within and beyond the classroom context.

The study has significance as an affirmation of the rich cultural and language knowledge of Aboriginal Victorians, which in turn relates strongly to the broader goals of education.

The Aboriginal Languages of Victoria study is an opportunity for schools, teachers and students to reflect on and strengthen their relationship with the Aboriginal community of the land on which the school is situated.

Aims

This study enables students to:

* learn about and follow the relevant cultural protocols for the local Aboriginal community
* survey the current language revival and reclamation activities being led by the local Aboriginal community
* understand the range of cultural contexts in which the target language of reclamation functions
* understand the relationship between language, culture, land and Indigenous identity
* develop knowledge and skills relevant to supporting language revival and reclamation
* observe and utilise parallels between the target language of reclamation and other Victorian and Australian Indigenous languages to facilitate the revival process
* critically engage with historical language records
* learn about language as a system and themselves as language learners
* make connections between different languages, knowledge and ways of thinking
* support the local Aboriginal community in the production of resources to support language revival
* understand the complex choices the target language community will need to make regarding the role of the target language of reclamation in contemporary society.

Community authority and protocols

The first point of reference for any use of Aboriginal languages is the community which speaks or identifies with that language. Each Aboriginal community has its own set of cultural protocols. To be respectful of the Traditional Owners and the local Aboriginal community in the school’s area, it would be best to become aware of these cultural protocols and adhere to them as much as possible. Local cultural protocols should be identified when consultation with the community happens, before the introduction of the study. The importance of cultural protocols and community consultation should also be defined in the classroom and put into practice when engaging with the local Aboriginal community.

The Aboriginal Traditional Owners in the school’s area may also have language revival projects and programs in progress. Schools may look at this study as a way to support or contribute to the community’s plan that might already be in place. Through consultation with the community, schools can make themselves aware of what is already happening within the language community and how this study could help them.

The Aboriginal Languages of Victoria study should be seen as part of the broader activities undertaken by Victorian Aboriginal communities to revive their languages. For this reason, the student, under the teacher’s guidance, will be expected to learn from community members and actively contribute to the language resources available to the local Aboriginal community.

For Aboriginal students from the target language community, this study may provide an important opportunity for reclaiming and strengthening their connection with their culture, language and community. This will have a positive effect on other aspects of their life and schooling.

Intergenerational transfer of knowledge (Elders and Community members sharing cultural and language knowledge with younger generations) is one of the key components underpinning the areas of study and should be seen as a way to enhance outcomes of this study.

All of the language groups of Victoria are at different stages of reviving their languages. Some language groups are still identifying the grammatical make up of their language(s). In these instances, it is suggested that the school takes the lead from the language community on what language can be used and how.

It is important to note that there will not be many words for more recent concepts (due to languages not being able to naturally evolve). Creation of new words and/or constructions is not the responsibility of schools, teachers or students. The creation of any new vocabulary should be directed by the target language community, and schools should consult with them on this process.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education.
All VCE studies are benchmarked against comparable national and international curriculum.

A glossary defining terms used across Units 1 to 4 in the *VCE Aboriginal Languages of Victoria Study Design* is included in the Support materials*.*

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Aboriginal Languages of Victoria to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. This study may involve the discussion, investigation of and/or exposure to potentially sensitive topics and documents that may have effects on all involved.

To ensure safety and wellbeing, each school undertaking this study needs to provide:

* a safe learning environment in the classroom for all students at all times
* a safe environment for students to express their opinions/emotions in relation to concepts that might be discussed, or that students may be exposed to in the study
* a culturally safe environment in the school/classroom for Aboriginal students and staff, as well as during visits to Aboriginal community members
* a culturally safe space for members of the target language community to feel supported in being fair and equal contributors to how their histories, languages and cultures are portrayed throughout this study, and that all parties' (community, school staff and teachers) contributions are listened to and heard.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materialsprovide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3
and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from
A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Aboriginal Languages of Victoria are as follows:

* Unit 3 School-assessed Coursework: 30 per cent
* Unit 4 School-assessed Coursework: 30 per cent
* end-of-year examination: 40 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Areas of study

There are three areas of study for VCE Aboriginal Languages of Victoria:

1. Victorian/Australian Indigenous languages overview
2. Language reclamation
3. Use of the target language of reclamation

Cultural understandings and contexts and Australian Indigenous language structures, including phonology and orthography, vocabulary, morphology and syntax are common to all three areas. However, in each area they are approached from a different perspective according to function. Australian Indigenous worldviews underpin all areas of study.

1. Victorian/Australian Indigenous languages overview

This area of study makes students aware of the rich variety of the Indigenous languages spoken in Australia, some of their key characteristics and common and diverse histories since colonisation, and their role in contemporary society. This area of study explores the key features of Indigenous languages of Australia, including their sound and writing systems, vocabulary, morphology, syntax and cultural understandings and contexts. This area of study enables students to apply parallels from other Indigenous languages to support the revival and reclamation of the target language.

2. Language reclamation

This area of study provides students with the knowledge and skills to support the revival and reclamation of the target language using appropriate strategies and tools. These include protocols for consulting with community and engaging with linguistic and cultural knowledge, including vocabulary, morphology, syntax and cultural understandings and contexts, through a variety of means such as community contacts and resources, artefacts, historical records, archival collections and electronic databases. It also enables students to process, analyse and evaluate the source material gathered.

3. Use of the target language of reclamation

This area of study enables students to use the target language of reclamation in an expanding range of contexts. It also provides students with opportunities to share their active knowledge of the target language of reclamation with others through the development of focused activities. The appropriate use of the target language of reclamation in the school community should be negotiated in consultation with the target language community.

Cultural understandings and contexts

Learning a language, no matter what language it is, is more than just learning words and sentences, especially when it comes to newly reclaimed Australian Indigenous languages. Learning the language in the cultural context, and on the Country that the language comes from, gives students the opportunity to connect with and understand holistically all that the land encompasses. Learning an Aboriginal language in this context also leads to a deeper understanding of the language and culture, and how they complement and contribute to one another.

The list below gives a brief general insight into the layers and interconnectedness of culture before colonisation. It provides examples of cultural contexts (depending on the focus of the Aboriginal community involved. Forming a strong connection and relationship with the local Aboriginal community will help teachers and students understand the different cultural contexts/practices which are specific to their local area, and the importance and value of these cultural contexts/practices to the local people.

Aboriginal ways of living were disrupted because of enforced policies and effects of colonisation. As a result, a lot of the knowledge and information below has been lost. Some of the existing knowledge was recorded by non-Indigenous people in English and the meaning was simplified or lost in cultural and linguistic translation.

**Epistemology** – dreams, connections between sky/stars/sun/moon and the land/water/animals/people, corroborees/ceremonies, Language, songlines, dancelines, Dreamtime/Creation stories, connections between past-present-future.

**Communication** – sign language, verbal language, language of lore, language used for women’s business, language used for men’s business, symbols, totemic systems, kinship systems, environmental/animal observations.

**Ways of keeping knowledge** – elders (knowledge keepers/sharers), paintings, Dreamtime/Creation stories, cartography and topography (maps/earth diagrams), corroborees (song, chants and dance), men’s business, women’s business, songlines, Language. Everything had knowledge attached to it.

**Interconnectedness** **(with the language group, clan groups, neighbouring groups, songline, trade routes)** – Dreamtime/Creation stories, corroborees (song, chants and dance), chants, tracks and tracking, totems, kinship, body/sign language, Language.

**Environmental indicators (for example, understanding weather/seasonal cycles and the flow-on effects, cloud formations and what they mean, major land/water features and their uses/meanings/significance)** – land/water features, breeding/plant/season/weather cycles, clouds/wind, animal observations, rain/thunder/lightning, dreams, totemic systems.

**Education (sharing knowledge)** – Dreamtime/Creation stories, cartography and topography (maps/earth diagrams), paintings, sand drawings, symbols, corroborees (song, chants and dance), totems (systems and understanding an individual’s role, responsibilities and place in their surroundings), traditional games, men’s business, women’s business, day-to-day practices.

**Day-to-day living** – tool making (shields, stone axes, coolamons, etc.), basket weaving, net making, hunting and gathering, fishing, cooking, setting up camps/places for cooking, men’s business, women’s business.

There are several overlaps in the above list. Certain practices were of great significance and often multi-purpose, encompassing a responsibility for Country and sustainability. For instance, the way knowledge, such as what is done on Country (for example, burning off before the fire season) can affect particular ecosystems, and neighbouring Countries or shared waterways.

Text types

Students come into contact with a wide range of text types when undertaking VCE Aboriginal Languages of Victoria. They practise their receptive language skills (listening, reading, viewing) through texts of all types, including historical artefacts. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language revival and reclamation in the community as well as the language learning of the students. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

For reclamation languages, historical documents can form a crucial starting point for developing new language forms and uses, even though available written texts may vary greatly in detail and accuracy. However, it should be remembered that archival sources may be skewed by the interests, intentions and biases of the original recorders and writers.

Care should also be taken with archival sources, owing to the following issues:

* Recorders can assume the speaker is from one language group when they are actually from a different group. Some recordings are attributed to locations, but the speaker recorded might be from a different location.
* The meanings of some English words have changed over time, the translation given by the recorder might reflect a meaning that this word no longer has in English.
* The accent of the recorder makes a difference to the way they write the word (for example, an English speaker might use ‘u’ to represent the vowel sound in ‘hut’, but a German speaker might use ‘u’ to represent the vowel in ‘book’).
* One word in a Victorian Aboriginal Language can be translated into many different words in English; for example, generally a single word is used for positive attributes, such as good, well, beautiful, handsome. Conversely, one word in English can be translated into many different words in an Aboriginal language. For example, there may be many words for different kinds of clay which are not distinguished in English.
* Some recorders tried to force the grammar of Victorian Aboriginal Languages into a familiar structure, such as Latin, thereby glossing language forms with grammatical concepts that do not exist in Aboriginal Languages.

Aboriginal language structures

There are many grammatical and other linguistic features that make up a language. Grammatical features of Aboriginal languages are very different to the English language (and may vary considerably between different Aboriginal languages), from word order of sentences to the sounds in Aboriginal languages. This section provides a broad overview of some of the common linguistic features of Aboriginal languages, linguistic definitions, and some examples of how they are used. Students will identify which of these features apply to the particular grammatical structures and vocabulary of the target language of reclamation.

Students will encounter and should become familiar with the term ‘linguistic description’. They will learn linguistic features of, and how linguists talk about, Aboriginal languages throughout this study.

Each language of Victoria will employ a different combination of the grammatical features described below. The best way for schools to find out what features are used in the target language of reclamation would be to work closely with the language workers of the language community they are going to engage with.

Phonology and orthography

A writing system is a way of representing the particular sounds identified in the language. Linguists call the system of sounds the ‘phonology’ of the language, and the symbols used to write those sounds are called the ‘orthography’. Historical sources (for example, word lists written by explorers or missionaries) may use quite different, often inconsistent, spelling conventions. Where a particular orthography is already used by the target language community to write their language, students should learn and adopt the conventions of that writing system.

The next sections outline the most common sounds (consonants and vowels) of Aboriginal languages, along with the most common letters used to represent them.

Consonants in Aboriginal languages

Australian Aboriginal languages use a variety of the consonants found in the following table. The written form of these sounds will differ from group to group. Not all sounds will be found in the chosen target language of reclamation used in this study. Note: Some languages lack either the inter-dental set of consonants or the retroflex set. Voicing is not usually distinctive for stops. Where it is not distinctive, the community may choose to use either the voiced (bold) or unvoiced (non-bold) written forms, or a combination of both.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Bilabial**(Lips) | **Inter-dental**(Teeth) | **Alveolar**(Ridge behind teeth) | **Retroflex**(Curled back tongue) | **Palatal** (Roof of mouth) | **Velar**(Back of mouth) |
| **Stop** | p/**b** | th/**dh** | t/**d** | rt/**rd** | tj/ty/**dj**/**j**/**dy**/ch | k/**g** |
| **Nasal** | m | nh | n | rn | ny | ng |
| **Lateral** |  | lh | l | rl | ly |  |
| **Flap, trill** |  |  | rr |  |  |  |
| **Glide** | w |  |  | r | y |  |

This table shows that there are a number of ways to write particular phonemes (sounds), particularly the stop sounds. Each language group has their own way of writing sounds. For example, the palatal stop sound can be written/represented in any of these forms: tj, dj, j, dy, ch or ty.

Vowels in Aboriginal languages

Vowel systems in Aboriginal languages can use a combination of the vowels below (or may use other vowel sounds not listed). For example, while the difference between short and long vowels is important in many Aboriginal languages, in other languages they are not distinguished. Vowel sounds in Aboriginal languages vary slightly between Aboriginal languages and are not the same as in English. They are, however, frequently represented/written as follows.

|  |  |
| --- | --- |
| **Short vowel sounds**  | **Long vowel sounds** |
| i as in p**i**t | ii as in the sound made in p**i**zza |
| u as in b**oo**k | uu as in the sound made in s**oo**n |
| a as in b**u**t | aa as in the sound made in f**ar** |
| e as in **e**gg | ee as in the sound made in h**air** |
| o as in g**o**t | oo as in the sound made in l**o**ng |

The above phonology is based on the International Phonetic Alphabet used by linguists to identify sounds/pronunciation of any language. The orthography above is based on a wide overview of how Aboriginal communities around Australia represent/write the sounds in their languages. The orthography used by the target language community might be different in some ways to the above. If the local community has already chosen an orthography, it is advised to use the same as the community (to be respectful, to keep spelling consistent across the community, and to avoid confusion).

Vocabulary

Students will be able to access vocabulary from community interaction, classroom resources, library archives and by electronic means. Through the Aboriginal languages of Victoria overview area of study, students will learn different approaches to how vocabulary can be created (the community’s approaches in creating vocabulary) and build upon it to express contemporary concepts.

Word formation

Before words can be used in sentences, it is sometimes necessary to add one or more suffixes (or occasionally prefixes), such as the tense ending on a verb or a case marker on a noun. This process is known as word formation.

Students will learn and demonstrate how words are formed in the target language of reclamation, becoming familiar with the target language of reclamation’s word classes, the different particles (affixes) each word class takes and their meanings.

For some Victorian languages this information will be readily available, for others, communities may still be collecting and collating this information for their languages.

Word formation is not word creation. Word creation is creating new words for new world objects and concepts (for example, train, football oval, new species of plants and animals on Country, computer). It is advised that word creation is undertaken under the direction of the local Aboriginal community.

Interlinear glossing

An interlinear gloss is a literal, word-for-word translation of a source text. In linguistics, an interlinear gloss is a gloss placed between lines, such as between a line of original text and its translation into another language. In some glosses there will not only be a word-for-word translation but also a linguistic breakdown into the particles (affixes words take) that make up a word and what information those particles hold.

Throughout this study, students will see different forms of glossing in different sources of documentation for the target language of reclamation. Some glosses will have an extensive translation which will provide more information than others.

An example of translation with interlinear gloss is as follows:

Yorta Yorta Language: ya-n-da

|  |
| --- |
| *Yanda* |
| *ya* | *n* | *da* |
| go | present tense | 3sg (third person singular) |
| go | -ing | s/he |
| S/he is going. |

Morphology and syntax

The grammatical items students are expected to recognise and use will depend on the stage of reclamation of the target language. A generic grammatical outline incorporating key features of Australian Indigenous languages is given below. This may be taken as the basis for building up a grammatical description of the target language of reclamation.

Generic description

The following word classes and grammatical features are typical of many Australian Aboriginal languages, particularly the major Pama-Nyungan language family which predominates most of mainland Australia, with the exception of northern parts of Northern Territory and Western Australia. The examples provided here are from the Yorta Yorta language.

It is important to note that what might be expressed in a whole word in English (for example, the preposition ‘from’) might be expressed by grammatical morphology (for example, an ablative suffix) or other means in the target language, and vice versa. Languages also differ in what it is obligatory to express. For example, the English noun ‘dog’ must be marked either singular or plural (‘dogs’), while most Aboriginal languages only mark plurality where it is especially relevant. On the other hand, many Aboriginal languages have dual pronouns that refer to exactly two people, while English speakers only say ‘you two’ or ‘the two of them’ where it is especially relevant. Additionally, what might be expressed succinctly by morphology or a single word in one language might only be described by much longer, more cumbersome descriptions in another. For example, the Yorta Yorta pronoun *ngullan* has no exact equivalent in English (the closest would be the pronoun *our*), but can be explained by a sentence like ‘belonging to me and one other person (him or her), but not you’. This is also commonly found with things and actions that are of particular cultural relevance, including ceremonies, kinship and more.

**Noun**

Case-marking (Inflection) Nouns take a range of case suffixes to indicate their role in the sentence. The subject of an intransitive sentence (that is, a sentence with no object that the action is performed on, for example *the child sleeps*, or *the child is swimming*) often appears with no suffix in the bare noun form (for example, Yorta Yorta *yalka* ‘child’). The subject of a transitive sentence (that is, a sentence that includes an object of the action, for example *the child chased the dog*, or *the child is eating an apple*) will be marked by an ergative suffix (for example, Yorta Yorta *yalkal* ‘child.ERG’). A range of other case endings will be used to describe possessors, locations, instruments, accompaniments, goals, sources and more. The particular set of case suffixes varies from language to language, those present in Yorta Yorta are as follows:

nominative no suffix

ergative (ERG) *-(v)l*

accusative no suffix

genitive -*(v)n*

dative (to) -*ang*

ablative (from) -*in*

instrumental -(*v)l*

comitative (with) -*narrak*

**Verb** Verbs commonly inflect for tense, aspect and/or mood, and may additionally take pronominal suffixes agreeing with the person/number of the subject and/or object, for example:

*ya-n-da*

go-present-3sg

He is going

Conjugation Many languages have more than one verb class, which determines what form suffixes take for that verb. For example, in Yorta Yorta:

verbs with stems ending in *i* take an – *I* imperative suffix

verbs with stems ending in *a* take a zero imperative

Tense, mood, aspect Tense describes when in time the event being described occurred (relative to the moment of speech). Aspect relates to the duration, repetition, completeness or incompleteness of the event (for example, I ate an apple vs I was eating an apple). Mood relates to the actuality of the event (true or false, possible or impossible, imperative command or prohibition). These meanings are typically expressed through a series of suffixes which are affixed to the verb or to a verbal auxiliary.

 The former pattern is illustrated here for the verb *Nha* (to see), in the first person:

 present *nha-nga* I see

 past *nhan-banga-nga* I saw

 future/conditional *nhatjuk*-*nga* I will look

 imperative *nhawul* Look!

 reflexive *ngangu-nhan-ngangin* I saw myself

**Adverb** Adverbs are typically uninflected, for example:

*kananngur*, today*, barpirik,* tomorrow

**Determiner/**

**demonstrative** Australian Aboriginal languages do not have obligatory determiners (such as English ‘a’ and ‘the’). Optional demonstratives (such as English ‘this’ and ‘that’) usually distinguish two or three degrees of distance from the speaker and/or hearer, for example *daya* (this here), *nhalaya* (that-middle distant) and *nganga-buraya* (that-far off).

**Adjective**

Inflection Adjectives may be inflected for case in agreement with the noun they modify, for example:

*Yiyirr-al dunngidja-l*

man-ERG big-ERG

*A big man… [for example, is eating fish]*

Position Adjectives are typically placed after the noun they qualify (as above) and can stand by themselves, unlike adjectives in English. So, for example, *dunngidja* on its own will mean ‘the big one [person or thing]’.

**Pronoun**

Personal/possessive Pronouns in most Aboriginal languages have singular (one person/thing), dual (two people/things) and plural (three or more people/things) forms.

It is also common for Aboriginal languages to distinguish first person pronouns that include the person spoken to (for example, 1 dual inclusive *ngalngingo* ‘you and I’) from first person pronouns that exclude the person spoken to (for example, 1 dual exclusive *ngullungo* ‘s/he and I’).

 Some first person (nominative and possessive) pronouns are presented below to illustrate just part of the complex set of pronouns. More information about pronouns should be sought in consultation with the target language community.

|  |  |  |
| --- | --- | --- |
| 1 singular1 dual inclusive1 dual exclusive1 plural inclusive1 plural exclusive | **Nominative***ngango**ngalngingo**ngullungo**ngannango**ngunnungo* | **Possessive***ngini**ngalungun**ngullan**nguandan**ngannan* |

Interrogative pronoun Interrogative pronouns are typically inflected for case:

who *ngani*

who for (dative) *nganinguddha*

who from (ablative) *nganinnat*

who with (comitative) *nganinarak*

**Number** Australian Indigenous languages typically have only two or three cardinal numbers, though they may have quite elaborate counting systems for other domains (for example, counting days). These may be combined to produce higher numbers. One system of doing this is illustrated here:

Cardinal *iawa* one

 *butjobal* two

 *butjobal iawa* three

 *butjobal butjoba* four

 *butjobal butjobal iawa* five

Plurality Plurality is only rarely marked on nouns; however, singular, dual and plural forms have been recorded. For example, *badga* (a possum), *badgal* (a pair of possums), *badgau* (several possums), *winya* (a woman), *winyandjal* (two women) and *winyanboga,* (several women). Unlike English, this plural marking is optional, not obligatory.

 Dual (two people/things) and/or plural number is obligatorily marked on pronouns, However, the number of people/things referred to must always be marked on pronouns, whether this is singular, dual (two people/things) or plural (three or more people/things).

**Sentence and phrase types**

Statements In English, word order is used to indicate who/what is the subject (the do-er of an action) and who/what is the object (that the action is done to). In Aboriginal languages, this information is typically marked by suffixes instead of word order. In the sentence below, for example, it is known that the man is the thrower of the boomerang because there is an ergative case suffix on *yiyirr* ‘man’:

*Yiyirr-il wanya muni-n*

man-ERG boomerang throw-past

*The man threw the boomerang*

Questions In some languages, Yes/No questions might be marked by the inclusion of a special word (interrogative particle). In other languages, like Yorta Yorta, Yes/No questions are marked by rising intonation only. For example:

*Yiyirr-il wanya muni-n*

man-ERG boomerang throw-past

*Did the man throw the boomerang?*

Other kinds of questions are indicated by the inclusion of one of the interrogative pronouns below:

*ngani* who

*minhe* what

*womigin* which

*womerriga* when

*wanhal* where(at)

*wanhak* where(to)

Note that many questions and statements in Australian Indigenous languages do not include a copula verb like English ‘is’, as can be seen in the following example:

*Yiyirr wanha(l)*

man where (at)

*Where (is) the man?*

Negation Aboriginal languages have various ways to express something that did not or should not occur (negators). In some languages, the negator is the same or similar to the word for no. For example, the Yorta Yorta word *yorta* is a general negator meaning no and not. It contrasts with the word *ngowe* (yes), and is also used as a sentence negator. For example:

*Yorta lordjpa*

neg. speak

*Don’t speak*

Commands Commands are formed by using the imperative form of the verb (usually the bare root without any suffixes). For example:

*Birra-yawu*

go-walk away

*Go away!*

Subordinate clauses Most Aboriginal languages have a range of means of forming subordinate clauses to describe events that occurred before, after or because of the events described in the main clause. Subordinate clauses may also describe purposes, intentions, desires, feared outcomes, or particular characteristics of one of the people/things involved in the main event. Unfortunately, few historical records of Victorian Aboriginal languages included information about how subordinate clauses were formed in those languages.

Transitivity Transitive clauses have a subject and an object (for example, *the woman saw the boy*). Intransitive clauses have a subject and no object (for example, *the boy is swimming*).

The subject of a transitive verb takes the Ergative case suffix (see noun inflection above). Subjects of intransitive verbs and objects are usually *unmarked*, for example:

*Yiyirr-il wanya muni-n*

man-ERG boomerang throw-past

*The man threw the boomerang*

*Yiyirr ya-na*

man go-present

*The man is going*

*Yalka-l yiyirr nha-n*

child-ERG man see-past

*A child saw the man*

In cases like this, where intransitive subjects and objects both take the same form,
this unmarked form might be labelled ‘Absolutive case’. Otherwise, the case for the intransitive subject is usually labelled ‘Nominative’ and the case for direct objects is usually labelled ‘Accusative’.

**Fillers and exclamations** Australian Indigenous languages typically have a rich set of fillers and exclamations.
For example, the Yorta Yorta, *Yakai!* (Good gracious!) and *Yadhapka!* (Nonsense!).

**Non-verbal communication** In addition to the gestures used along with speech (including head and eye movement, pointing, hand signs and facial expressions), many Australian Indigenous languages have an auxiliary sign language which can be used as an alternative to speech, for example for those in mourning.

Unit 1

In this unit students develop an understanding of aspects of the grammar and usage of the target language of reclamation. They seek to understand the historical context of the target language of reclamation and its relationship to land, culture and Indigenous identity. They recognise and apply appropriate protocols for engagement with the local Aboriginal community and are able to seek permissions where needed.

Students research past and current language reclamation efforts and look at processes involved in language reclamation. They understand the variation in sound and spelling systems for the target language of reclamation, and begin to pronounce and write basic words and language structures in the target language of reclamation.

Area of Study 1

Victorian/Australian Indigenous languages overview

In this area of study, students situate the target language of reclamation in its historical context, learning about the past and present geographical distribution of the language and its speakers and the relationships between language, land, culture and Indigenous identity. Students also develop familiarity with the sound system of the target language of reclamation, and the various spelling conventions used to represent that sound system.

Outcome 1

On completion of this unit the student should be able to describe the current and historical contexts of the target language of reclamation.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* protocols for engaging with the target language community
* the history of the target language of reclamation and its speakers before and after colonisation
* differences between the traditional and current uses of the target language of reclamation
* the relationship between language, land, culture and Indigenous identity for the target language of reclamation
* historical and current sound systems of the target language of reclamation
* spelling conventions for the target language of reclamation as used by the target language community and linguists, and in historical records

Key skills

* identify and implement community and cultural protocols connected to communication with the target language community and the use of the target language of reclamation
* identify the role of the school and its target language of reclamation program in the local Aboriginal community’s reclamation of their language
* outline the history of the target language of reclamation and its speakers before and after colonisation
* identify and discuss the relationship between the target language of reclamation, and the land, culture and Indigenous identity
* recognise past and current sound systems of the target language of reclamation
* outline the target language of reclamation’s spelling convention history and explain why different spelling conventions were used

Area of Study 2

Language reclamation

In this area of study, students learn about the history of language reclamation in the target language community, and the school’s past, present and future role in supporting this reclamation, including the permissions and protocols necessary for this work.

Outcome 2

On completion of this unit the student should be able to explain the key processes involved in the reclamation of the target language of reclamation.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* protocols for community consultation
* permissions to access and use language materials
* the importance of language reclamation to the speech community
* the school community’s role in the Aboriginal community’s reclamation of their language
* the social and historical context of language reclamation in the target language community
* intellectual property rights to reclamation languages
* previous efforts to reclaim the target language of reclamation

Key skills

* recognise and respectfully practise protocols for community consultation
* recognise the importance of family/community permissions needed for the use of specific language materials, especially in a public forum
* locate historical records of the target language of reclamation
* discuss the organisation and storage of past and current language resources
* recognise and discuss why language reclamation is important to the local Aboriginal community
* recognise permissions required regarding intellectual property and the target language of reclamation use
* recognise and describe past and current language reclamation efforts

Area of Study 3

Use of the target language of reclamation

In this area of study, students begin to build their understanding of the sounds, vocabulary, morphology and syntax of the target language of reclamation, with a view to applying this knowledge by pronouncing and writing target language words, and building these words into sentences. Students demonstrate the skills they have acquired in this domain by creating a short learning resource in the target language of reclamation. The appropriate use of the target language of reclamation in the school community should be negotiated in consultation with the target language community.

Outcome 3

On completion of this unit the student should be able to model readily accessible elements of the target language of reclamation using oral and written sources.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* protocols and permissions for use of the target language of reclamation
* familiarity with basic vocabulary and language structures available
* the target language of reclamation’s sound system and how these sounds are pronounced, including sounds that are not in English
* familiarity with alternative ways of writing the target language of reclamation, including historic orthographies developed by settlers from English and non-English speaking backgrounds
* familiarity with approved word lists and dictionaries

Key skills

* recognise and respectfully practise protocols and seek permissions from the local Aboriginal community for use of the target language of reclamation
* model basic vocabulary and language structures of the target language of reclamation
* recognise alternative ways of writing the target language of reclamation
* recognise and use locally preferred spelling conventions in order to be able to pronounce words from their written forms
* recognise and use locally preferred spelling conventions in order to be able to write words in the target language of reclamation
* use approved word lists and dictionaries
* use elements of the target language of reclamation to create a simple resource

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Outcomes 1 and 2

Suitable tasks for assessment of Outcomes 1 and 2 may be selected from the following:

* an oral report
* a written report
* a series of tables and charts
* a video or podcast
* an interview.

Tasks are to be completed in English, with examples from the target language of reclamation.

Outcome 3

Create a short learning resource in the target language of reclamation for a suitable target audience.

The resource type may be selected from the following:

* an announcement
* a chart
* a diagram
* a game
* labels
* a map
* a poem
* a social media message
* a song
* a story.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

In this unit students develop an understanding of the relationship between the target language of reclamation and other Victorian and Australian Indigenous languages. They recognise the diversity of languages in Australia before and after colonisation, and the role of multilingualism. They explore the links between language, culture and the environment in local Aboriginal and other Australian Indigenous communities.

Students investigate different models of language reclamation and assess their effectiveness. They reflect
on similarities and differences in sound and spelling systems and use the target language of reclamation appropriately in simple oral and written contexts.

Area of Study 1

Victorian/Australian Indigenous languages overview

In this area of study, students broaden their understanding of the range of Indigenous languages spoken
in Australia currently and before colonisation, and the strong relationships between Indigenous languages, culture, land and Indigenous identity. Students also learn about the typical features of Australian Indigenous languages’ sound systems and how they are written, comparing these with the target language of reclamation.

Outcome 1

On completion of this unit the student should be able to describe the relationship between culture, language and ecology for the target language of reclamation and compare this with other Victorian/Australian Indigenous languages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the diversity of Indigenous languages spoken in Australia before and after colonisation
* multilingualism and variation within and between Australian Indigenous languages due to:
* speech context (formal, informal, respectful), for example clan, generation, kinship
* strong ties between language and land
* specific context, for example ceremony, deep history, group and individual rights and responsibilities
* how culture and the local environment (including flora, fauna, topography) is reflected in language
* sound systems and spelling conventions of Aboriginal languages, with a focus on those features of the target language of reclamation’s sound system that are typical of Aboriginal languages
* features of the target language of reclamation’s sound system that are uncommon for an Aboriginal language
* different models of language revitalisation for Australian Indigenous languages, such as:
* language nests
* master-apprentice
* school-based bilingual programs
* on Country programs

Key skills

* identify key language areas and naming practices, including alternative spelling for language names
* investigate and discuss the role of multilingualism in Aboriginal societies
* recognise the complexities of the relationship between culture and language
* compare and contrast aspects of the target language of reclamation and other Victorian/Australian Aboriginal languages to determine commonalities and distinctions
* examine and discuss different models of language revitalisation for Australian Indigenous languages

Area of Study 2

Language reclamation

In this area of study, students learn how to locate and interpret archival and other legacy materials in the target language of reclamation in order to support language reclamation.

Outcome 2

On completion of this unit the student should be able to support the reclamation of the target language by applying basic tools and processes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* current reclamation efforts, including materials to support learning and using the target language of reclamation
* basic vocabulary and grammatical structures of the target language of reclamation, drawing on available sources
* current pronunciation conventions and ways of writing the target language of reclamation approved by the target language community
* examples of Indigenous language reclamation
* the importance of intergenerational collaboration and transmission in reclamation projects

Key skills

* interpret and analyse material from a variety of sources
* identify core vocabulary and grammatical structures evident in the target language of reclamation
* use the conventions of writing of other Victorian/Australian Indigenous languages to write the target language of reclamation
* analyse and evaluate success stories in language reclamation from other Indigenous language groups

Area of Study 3

Use of the target language of reclamation

In this area of study, students focus on expanding their vocabulary in the target language of reclamation and putting these words together to form simple sentences. The appropriate use of the target language of reclamation in the school community should be negotiated in consultation with the target language community.

Outcome 3

On completion of this unit the student should be able to use elements of the target language of reclamation in simple oral and written language activities.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* a range of basic vocabulary
* sentence structures in the target language of reclamation, to the extent that knowledge is available
* appropriate intonation and sound patterns, where information is available
* target language of reclamation use in simple spoken texts and information resources
* accurate use of reference materials such as approved word lists, dictionaries and sketch grammars

Key skills

* read, listen to and view simple texts in the target language of reclamation, and extract vocabulary
* use reference materials to support appropriate use of the target language of reclamation
* use an expanding range of vocabulary and sentence structures in the target language of reclamation to create new sentences and texts such as games and language learning activities
* pronounce words and phrases in the target language of reclamation
* use appropriate intonation and sound patterns
* create an informative resource in the target language of reclamation

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Outcomes 1 and 2

Suitable tasks for assessment of Outcomes 1 and 2 may be selected from the following:

* an oral report
* a written report
* a video or podcast
* an interview
* a profile
* a brochure.

Tasks are to be completed in English, with examples from the target language of reclamation.

Outcome 3

Create an informative resource in the target language of reclamation and make an oral presentation of the resource to a suitable target audience.

The resource type may be selected from the following:

* acknowledgment of Country
* a diagram
* an invitation
* a map
* a plaque
* a poster
* a sign
* a social media message
* a speech.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3

In this unit students investigate similarities and differences between key features in the target language of reclamation and other Victorian and Australian Indigenous languages. They focus on language structures and vocabulary. They consider the links between language use and the strengthening of relationships and cultural connections in Indigenous communities.

Students analyse methods of word formation in other Australian Indigenous revival languages, and recognise and apply appropriate protocols and processes to adapt them for use with the target language of reclamation. They consolidate their knowledge of key features of the target language of reclamation and expand their oral language use.

Area of Study 1

Victorian/Australian Indigenous languages overview

In this area of study, students extend their understanding of the key grammatical features of the target language of reclamation, and the role of this language in maintaining and strengthening relationships.
They compare and contrast the vocabulary and language structures of the target language of reclamation with other Victorian/Australian Indigenous languages.

Outcome 1

On completion of this unit the student should be able to investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* key grammatical features of the target language of reclamation, and whether those features are typical of other Victorian/Australian Indigenous languages:
* word classes (for example, nouns, verbs, auxiliaries, demonstratives)
* nouns and their forms (suffixes and other morphology)
* verbs and their forms (suffixes and other morphology)
* sentence construction, including the use of suffixes to identify participants in an event
* adverbs, particles and minor word classes
* understanding of how the target language of reclamation is used to:
* reflect and maintain family relationships
* create and reflect group relationships

Key skills

* outline the target language of reclamation’s word classes
* identify key grammatical features and recognise patterns of use in the target language of reclamation and parallel features in other Victorian/Australian Indigenous languages
* investigate the ways in which the target language of reclamation can be used to reflect, maintain and strengthen relationships within and between groups and individuals
* recognise and review any evidence of variation in the vocabulary and grammatical features of the target language between groups in the local area

Area of Study 2

Language reclamation

In this area of study, students learn about the protocols and processes for building upon the recorded forms of a revival language to expand its vocabulary and grammar, drawing on information from other Victorian Aboriginal and Australian Indigenous languages.

Outcome 2

On completion of this unit the student should be able to explain the processes and protocols for language reclamation, and demonstrate an understanding of the benefits and challenges that engaging in language reclamation poses for the target language community and others supporting this process.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* protocols and processes for the formation and borrowing of new words and phrases
* protocols and processes for setting realistic goals for language reclamation
* identification of audience(s) for language reclamation and language learning materials
* processes of vocabulary and sentence construction
* benefits and challenges of adapting language from other Victorian/Australian Indigenous languages

Key skills

* implement protocols and correctly utilise processes of new word and phrase formation
* identify audience(s) for different language reclamation/language learning materials
* describe and evaluate use of language structures such as noun and pronoun suffixes and use of verb forms to express tense, aspect and mood
* evaluate and discuss benefits and challenges of adapting language from other Victorian/Australian Indigenous languages

Area of Study 3

Use of the target language of reclamation

In this area of study, students apply their growing understanding of target language grammar and vocabulary to new communicative contexts. In oral activities, students attempt to model appropriate pronunciation of the target language of reclamation, according to traditional or current norms in the target speech community. The appropriate use of the target language of reclamation in the school community should be negotiated in consultation with the target language community.

Outcome 3

On completion of this unit the student should be able to use the target language of reclamation in a range of oral communication contexts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* a range of vocabulary and sentence structures, to the extent that knowledge is available
* appropriate intonation and sound patterns, where information is available
* appropriate forms of non-verbal communication

Key skills

* communicate in the target language of reclamation using appropriate language structures and pronunciation
* address the audience appropriately, including non-verbal communication
* sequence ideas to ensure clarity and flow
* use the target language of reclamation in a range of oral communication contexts

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Investigate and explain key features of the target language of reclamation in the context of other Victorian/Australian Indigenous languages. | **30** | An oral or written presentation in English with examples from the target language of reclamation. |
| **Outcome 2**Explain the processes and protocols for language reclamation, and demonstrate an understanding of the benefits and challenges that engaging in language reclamation poses for the target language community and others supporting this process. | **40** | A video, podcast, informative report or essay in English, with examples from the target language of reclamation. |
| **Outcome 3**Use the target language of reclamation in a range of oral communication contexts. | **30** | An individual or group oral performance in the target language of reclamation (individual contribution of 2–5 minutes’ duration). |
| **Total marks** | **100** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent to the study score.

Unit 4

In this unit students examine the influences of social and cultural contexts on the use of Australian Indigenous revival languages and discuss specific examples from the target language of reclamation.
They evaluate the benefits and challenges of language reclamation processes and programs, and seek to understand the target language community’s complex choices regarding the role of the target language of reclamation in contemporary society.

Students apply protocols when assessing possible uses of other Victorian/Australian Indigenous languages to extend the social use of the target language of reclamation. They extend their knowledge of social and cultural influences on the target language of reclamation and apply this to communicate appropriately.

Area of Study 1

Victorian/Australian Indigenous languages overview

In this area of study, students investigate the social and cultural contexts in which the target language of reclamation is used, and the role of revival languages in Australia today.

Outcome 1

On completion of this unit the student should be able to analyse and explain the social and cultural contexts of the target language of reclamation, and compare with other Victorian/Australian Indigenous languages.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* how and when language is used in Victorian/Australian Indigenous language communities, including between kin and generations
* the positive contribution of language reclamation in Victoria/Australia to:
* keeping culture strong
* education and understanding
* decolonisation
* identity building
* key challenges to language reclamation in Victoria/Australia, including the effects of colonisation

Key skills

* investigate and analyse the influence of social and cultural contexts on Australian Indigenous languages
* identify, record and discuss specific examples of the influence of social and cultural contexts on the target language of reclamation
* recognise and discuss the ways language reclamation can contribute to education and decolonisation, as well as strengthening social and cultural contexts, the target language culture and Community
* evaluate challenges for language reclamation in Victoria/Australia

Area of Study 2

Language reclamation

In this area of study, students analyse the relationship between revival languages and broader social language usage and goals. They evaluate a range of language reclamation programs, analysing their benefits and challenges, and note examples of other language reclamation programs and activities that
can contribute to the reclamation of the target language.

Outcome 2

On completion of this unit the student should be able to analyse the ways in which the target language of reclamation is used in different situations, including outcomes of target language reclamation programs and activities.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* social influences in communication
* ways in which equivalent knowledge from other Victorian/Australian Indigenous languages can be used to further develop the social use of the target language of reclamation
* key issues relating to language reclamation programs operating in Victoria and elsewhere
* outcomes achieved in other examples of target language reclamation programs and activities

Key skills

* identify language appropriate to different social uses
* recognise and evaluate ways in which equivalent knowledge from other Victorian/Australian Indigenous languages can be used to further develop the social use of the target language of reclamation
* analyse and discuss key issues relating to language reclamation programs operating in Victoria and elsewhere
* evaluate and discuss a range of outcomes achieved through target language reclamation programs and activities

Area of Study 3

Use of the target language of reclamation

In this area of study, students develop the skills to adapt their use of the target language of reclamation according to context, in culturally appropriate ways. The appropriate use of the target language of reclamation in the school community should be negotiated in consultation with the target language community.

Outcome 3

On completion of this unit the student should be able to extend the target language of reclamation into new communication contexts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* target language of reclamation for a range of purposes (informal and formal), for example conversing, providing information, instructing others
* norms of conversational exchanges in the target language of reclamation
* language appropriate to relationship and kinship

Key skills

* use appropriate language structures for specific purposes
* communicate appropriately to reflect relationship and kinship
* use pronunciation, sound patterns and non-verbal language as appropriate and available to enhance communication
* sequence ideas clearly and present them appropriately

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Support materials for this study, which includes advice on the design
of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student
on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Analyse and explain the social and cultural contexts of the target language of reclamation, and compare with other Victorian/Australian Indigenous languages. | **40** | An article, blog post, video or podcast in English, with examples from the target language of reclamation. |
| **Outcome 2**Analyse the ways in which the target language of reclamation is used in different situations, including outcomes of target language reclamation programs and activities. |
| **Outcome 3**Extend the target language of reclamation into new communication contexts. | **30****30** | Participate in a conversation in the target language of reclamation of 3–5 minutes’ durationANDProvide information and instructions in the target language of reclamation on a topic of choice (2–5 minutes’ duration). |
| **Total marks** | **100** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 40 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin Outcomes 1 and 2 in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 2 hours.
* Date: end-of-year, on a date to be published annually by the VCAA.
* VCAA examination rules will apply. Details of these rules are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).
* The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.