Stage 2 Research Project – 2015

RPA ☐   RPB ☒

School Assessment Cover Sheet for

➢ Assessment Type 1: Folio

SACE Registration No: ☐☐☐☐☐☐☐☐

Research Question: What does the future hold for Australia's Indigenous languages?

Planning	Development
P1	D1
P2	D2
	D3
	D4

10 single-sided A4 pages
Evidence reduced in size (e.g. A3 pages or two A4
pages reduced in size to A4) is not acceptable.
or
20 minutes of digitally recorded evidence
or
a combination of these

Proposal

REFINING/DEFINING QUESTION: I've always had a keen interest on languages and linguistic, so when I first started planning my research question, language was the first topic that I put serious thought into. One problem that arose in my initial stages of developing a question was finding an issue regarding languages that had real relevance. My goal was to develop a question that would interest both me and an appropriate target audience, and also to research something that affects a general or specific aspect of the Australian society, so I began brainstorming ideas from a wide variety of topics with a mind map. Unable to find a topic I thought to be suitable for the research project I was led to the issue of many languages over the world being threatened by leading global languages; however this topic didn't have much relevance to Australian society. By using a lotus diagram I was able to list a large number of topics, from many areas. This eventually led me back to my original topic anyway, but this time more appropriate to my goals. The question I was led to was; "Is the use of Australia's native languages going extinct?"

I decided to change my question a number of times. This wasn't always for the same reason. Sometimes I needed more direction for my research and I gained this by having a more specific question. Other times it was because my previous question didn't promote enough discussion so I needed a less specific question.

Journal- Week 2 Lesson 2: 'I've changed my question to "Is the use of Australia native languages in decline?". This should suit my research better and allow better discussion than my previous research question'

Journal- Week 5 Lesson 1: 'I've again changed my question from "What is the current state of Australia's Indigenous languages" to "What role will Australia's Indigenous languages play in the future" I find this new question will produce better discussion in the outcome, and be more specific to the research I have found.'

By answering this question, I hope to gain a broad understanding of both Aboriginal cultures and languages, how they are used in Australian society today, and if they are at danger of becoming extinct. Apart from this, I intend to learn many valuable skills in researching and reporting, such as; formulating and conducting surveys and interviews, better analysis of a wide variety of information sources, and being able to follow the right paths and leads to informative, helpful and useful information.

PROCESS/TIMELINE: To answer my question with a well-educated conclusion, I will need to acquire information from experts, the general public and the Aboriginal Australians who are the most directly affected by the issue. Initially I will need to find the right direction to take my research and gain an appropriate amount of knowledge from secondary sources. This will be done using readily available resources such as reviewing web pages, books and PDF's. Once I've established a rich collection of information and a thorough understanding of the issue I will take my research to primary sources. I will Interview Aboriginal elders to gain opinions from a perspective that has seen the changes over generations firsthand. I will survey both indigenous and non-indigenous high school students and adults to understand the general attitude towards aboriginal languages in society. I will also analyse previously acquired data from the Australian Bureau of statistics to find numerical evidence of change, or lack of, over time.

Upon further research into aboriginal culture I realised that there were many aspects I hadn't taken into account previously. The entire time I was researching I discovered new aspects of Aboriginal culture that meant I needed to re-evaluate how to behave when around Aboriginal people.

ETHICS: I will need to take a neutral stance on this matter as I will encounter opposing opinions, and taking sides could affect the quality of research. As I am researching into Aboriginal culture, it is also possible that some of the information available or opinions are based around racist prejudices and I must be able to know when this is the case and avoid using that particular information. When interviewing and surveying Aboriginals about their language or culture, being a topic that is very personal, it is important to avoid any questions that may offend or confront them. As with all research it is important that I give to credit previous research and work that I will mention.

Journal- week 6 lesson 1: "I've decided to present my outcome as a video. Hopefully this will add more drama to my outcome and possibly present the whole piece using mostly if not only the words of other people.'

CAPABILITY: During my research the main capability that I hope to develop is that of Intercultural understanding. I will be immersing myself into a new culture that I have limited knowledge of, and learning to communicate with Aboriginal people in ways that are appropriate and meet their cultural standards. By studying the differences and diversity of different Aboriginal groups within Australia and even among the same language or geographical groups.

However during my research process, many of the people I interviewed weren't willing to be recorded. This meant I wasn't able to gather enough footage to present my outcome as a video.

OUTCOME: My outcome will be presented in an essay form, as it is an effective way to present information from a variety of sources in an integrated fashion. It is a rather simple method of presentation but when done right, a very powerful form of communication. It will allow me to present research from interviews, surveys and analyses together, in a clear and meaningful manner. The essay will be targeted at both indigenous and non-indigenous Australians at a high school age or older. After the outcome is completed I will aim to try and have the piece published in local newspapers or newsletters.

Brewing/ Distilling	Food Culture	Genetic Modification	Foreign Languages	Learning a Language	Language Extinction	dangerous areas	Technology and Travel	Travel Destination
Global Food Shortage	*Cuisine*	Rising Food Prices	Language families	*Language*	Language Evolution	Ethical Ways to Travel	*Travel/ Tourism*	Tourism as a Major Industry
Food Miles	Fad Diets	Pesticides & Food Safety	Global languages	Mandatory languages in schools	Languages of Australia	Sustainable tourism	Mega Tourist Destination	Travel fraud
Class Separation	International Governments	Global Environment Crises	*Cuisine*	*Language*	*Travel/ Tourism*			
Global Famine	*World Events*	Over-population	*World events*	**Topics**	*Globalisation*			
Islam State	Terrorism		*Australia*	*Crime*				
War Crimes	Nuclear Warfare		Mining Boom	Mining Issues	the Justice System	Criminal Psychology	Worst Criminals in History
Economics of War	*Warfare*	Space Warfare	*Australia*	Australian Influence Globally	Processes of Investigating	*Crime*	the Fight on Crime
War Games	Drones	Robotic Warfare	Sustainable Population	Immigration Limits	Asylum Seekers	Private Investigators	Effects of Crime on Society	Common Links to Criminals

All topics were then broken down into some sub-topics. This allowed me to compare topics and see which would be more suitable for my own research project.

All of the topics that interested me were written around the centre square and then moved to the centre of the surrounding

After deciding on a couple of possible research questions I listed some of the aspects of each and compared them in this way to conclude on one research topic, this process allowed me to compare some of the issues associated with both, which allowed me to see which would make for a better outcome. The process also allowed me to see from which sources I would get my information and how easy it would be to find these sources and the challenges that would present themselves when searching for these sources.

Extinction of Australian languages	Asylum seekers
Issues: - Loss of culture/diversity - ex-government policies - assimilation - no way to bring back an extinct language - number of languages that will be lost soon - Australia has the highest number of lost languages in the world	Issues: - Riots in detention centres - Standards of living for refugees - Other countries' processing rates compared to Australia's - 'Stop the boats' campaign - integration into Australian society - community's attitude

Sources: Indigenous students
    Aboriginal elders
    Bureau of Statistics
    Aboriginal education officer
    Government authorities
    Historians
	Sources: Refugees (past/present)
	    Detention centre staff
	    Foreign immigrants
	    Government
	    Community members

Challenges: Adapting to cultural differences
    Finding contacts
    Being accepted by Indigenous contacts
	Challenges: Finding reliable sources
	    Contacting refugees

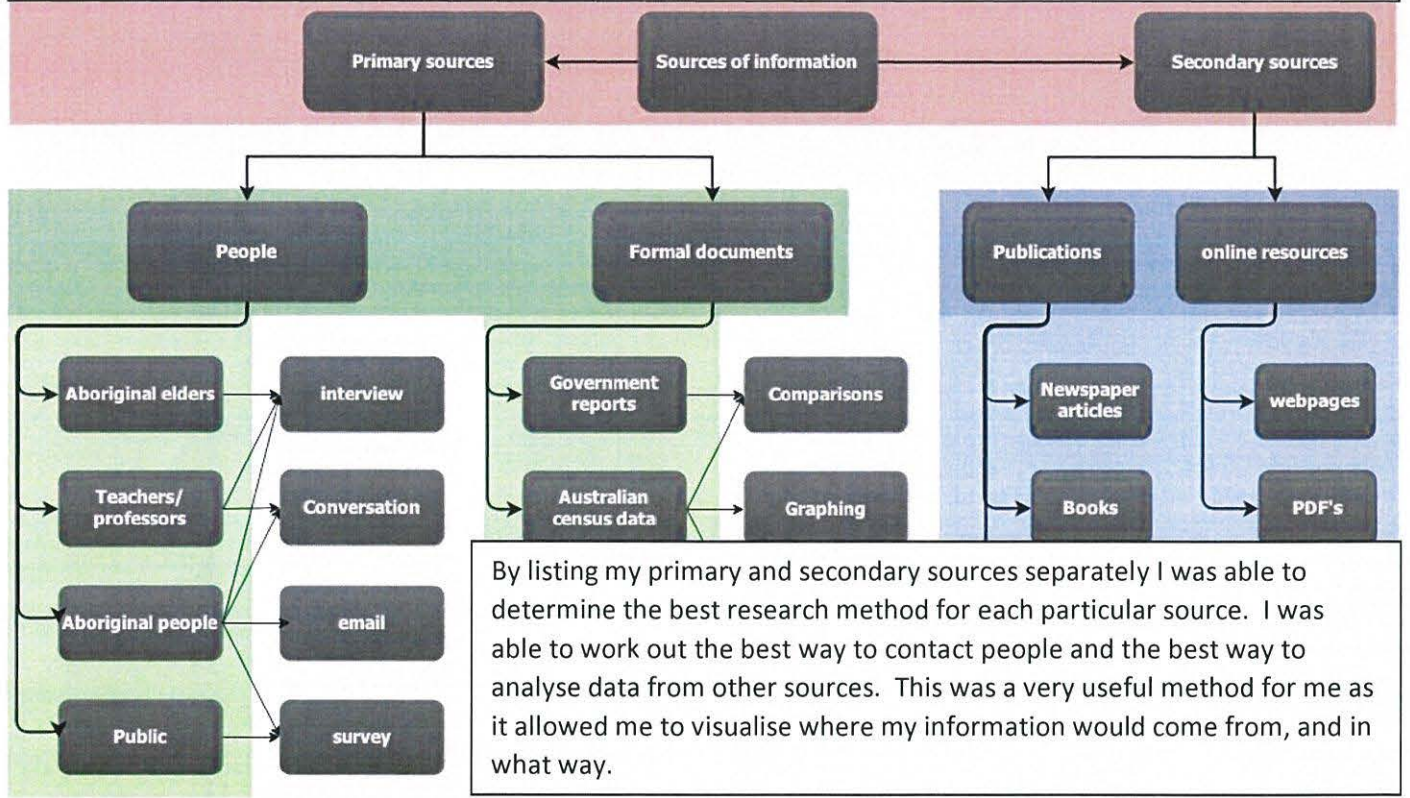Journal: Week 1, Lesson 3- This lesson I Decided on my final research topic. I will be researching about the extinction of Indigenous languages in Australia. I had also considered researching about asylum seekers in Australia, however when I compared both topics I thought that it would be easier to find sources for the topic of Indigenous languages and that this topic would be more interesting to me.

Endangered Indigenous Languages

After I had concluded on a research topic I then developed a number of possible sub-questions that related to my topic. This helped provide an idea on what my outcome would comprise on, direction for my research and ultimately a research question.

Who is responsible?
How has it happened?
Why did it happen?

Why are these languages

Are other countries facing similar problems with their own languages?

What happens if they go extinct?

What is lost?
Can it be undone?
Who is to blame?

What has caused many of Australia's languages to become endangered?

What would language extinction mean to Australia?

Who does this effect? To what extent?

How big is the problem?

What is being done to support Indigenous languages in Australia?

Who? Why? How? When?

Are people trying to keep them strong?

Who is affected by the state of Indigenous languages?

Journal- Week 2 lesson 1: This lesson I drew a mind map of my topic of endangered indigenous languages. I used this mind map to identify some potential issues that could be discussed in my outcome. From these issues I developed some questions that would be answered to discuss that particular topic and from those questions developed a sub-question that I will need to answer from my research. This has been an important stage in developing my question as I now have a decent idea what will be included in my final piece and what I need to be researching.

Journal- Week 2 lesson 2: I spent some time this lesson developing my research question and I have concluded on the question "Is the use of Australia's native languages going extinct?"

I have also listed a number of sources that are relevant to my question in a flow diagram. First I listed some primary sources that I could use for majority of my information. I also listed a number of secondary sources. These secondary sources will be the first step of my research so I have an understanding of the issue before I am trying to contact professionals and people involved. That way I will know which information will be worth finding and useful to my outcome.

Sources of information

Primary sources ← **Sources of information** → **Secondary sources**

People — **Formal documents**

Publications — **online resources**

Aboriginal elders → interview

Teachers/ professors → Conversation

Aboriginal people → email

Public → survey

Government reports → Comparisons

Australian census data → Graphing

Newspaper articles → webpages

Books → PDF's

By listing my primary and secondary sources separately I was able to determine the best research method for each particular source. I was able to work out the best way to contact people and the best way to analyse data from other sources. This was a very useful method for me as it allowed me to visualise where my information would come from, and in what way.

Sub-question/topics	What needs to be known	Process / Source	1	2	3	4	5	6	7	8	9	10	11	12	13

> By taking the sub-questions I had concluded on from my mind map and matching these questions up to my potential sources from my flow diagram I was able to develop a timeline for my research. The timeline provides a rough guide for the amount of time I will give myself to answer the sub-questions and when I need to be in contact with my sources

Sub-question/topics	What needs to be known	Process / Source	1	2	3	4	5	6	7	8	9	10	11	12	13
History of Aboriginal Languages	European influence on Native languages	Books, websites		🟦	🟦									🟩	🟩
		Interview; University professor							🟦						
	Evolution of aboriginal languages	Books, websites		🟦	🟦									🟩	🟩
		Interview; University professor							🟦						
Is the use of Australia's native languages in decline?	Usage within Aboriginal communities	Books, websites			🟦	🟦								🟩	🟩
		Interview/survey; aboriginal people						🟦	🟦						
	Usage within Australian society as a whole	Survey; General public						🟦	🟦						
		Interview; University professor							🟦						
		Analysis of census data					🟦	🟦							
		Publications, media					🟦	🟦						🟩	🟩
What is being done about threatened languages internationally?	New Zealand's Maori language	Books, websites													
		Publications													
	Ghana language	Books, websites													
		Publications													
What is being done in Australia to reinforce Aboriginal languages already?	SAASTA	Books, websites													
		Interview; SAASTA director					🟦					🟩	🟩		
		Survey; SAASTA students					🟦					🟩	🟩		🟩
		Books, websites				🟦									

The blue squares indicate researching from the appropriate source.
The green squares indicate cross referencing and checking previous research against the new information I would have found

> Journal week 2 Lesson 3: "This lesson I've put together a timetable to plan my research, I'm aiming to have gathered all of my information by the end of the holidays.
> The timetable was broken down into my outcome's sub-questions and broken down again into some topics that would be used to discuss these questions. Then it shows from what sources that information would come from and when I would complete that research. The first items on the timeline are readily available secondary sources as they will give me enough knowledge to get useful information from my Primary sources. Sources that provide me with a background understanding come before sources that will target specific questions on the timeline in order to make each source as useful as it can possibly be."

While doing my research I made an effort to write a summary about each source I used. I wrote a small summary of what the source was, how relevant it was to my research, if it was up-to-date, credible or biased, and recorded any specific pieces of information that I thought would have been useful to include in my outcome. This made it easy to compare sources presented through a different format or medium and also allowed me to make an opinion of whether or not the sources was appropriate or useful. I have included some examples of different sources below;

Format: Book *Title:* Australia's indigenous languages
Published: 1996 *Author:* Senior Secondary Assessment Board of South Australia (SSABSA)

SUMMARY: The book 'Australia's indigenous languages' is published by the Senior Secondary Assessment Board of South Australia (SSABSA). The book has been "specifically developed to support teaching and learning within the (Australian Indigenous Languages) Framework, and thus contribute in a tangible way to meeting its aims."

PURPOSE: I chose this source as a first point of research as it was a very broad source. I needed a source that would show me the many areas of my issue and discuss them in depth. This source was able to do that

RELEVANCE/CURRENCY: The book was published in 1996 which means it is not current and much of the information referred to as 'current' or 'modern' will be outdated. However most of the information that is found in the book is historical fact, so it is not very likely that new information will emerge disproving or devaluing what is said in the book.

CREDIBILITY AND BIAS: As the book is published by SSABSA, which is a part of the state government, the information in the book can therefore be considered reliable, and unbiased. Being a government publication implies that it is based off of experts' research and is presented in a purely factual manner

USEFUL INFO:
- "Late in the 18th century, there were about 250 Indigenous languages spoken in Australia...Altogether about 500 languages varieties used across Australia"

- "By 1990, bilingual education programs were running in 21 Northern Territory schools"
- Commonwealth support for Australian languages began in 1973..."

This chapter of the book is aimed at educating students about the history, and current state of Australian languages. There is lots of useful background information giving a broad overview of many aspects of the evolution of Australian languages and their situation, at the time of publish.

BENEFITS OF FORMAT: Books are a quick easy and reliable source of information. The book was a good medium for my initial research. Libraries were a great place to get many book resources. Books were also useful in the way that specific pages could be photocopied and analysed much more easily. Books are also more likely to be credible than many websites as they need to go through publishers before they are publicly available.

FURTHER RESEARCH: This book provided the basis for all of my research. From here I had enough information to develop the sub-questions for my outcome. This source has also provided me with names of organisations that I will research from and about. I will now be able to research from valuable sources on the web.

Format:	Radio podcast	*Title:*	Maori Immersion Schooling
Published:	18 January 2015	*Author:*	Rear vision, Radio national, ABC

SUMMARY: The presentation addresses the problems with Australia's native languages and looks towards the actions taken by the Maori society of New Zealand for possible solution. The program looks to discover what has happened since the introduction of 'Maori Immersion Schools' and how they have benefitted the Maori language and the problems associated with schooling completely through a language which teachers only know as a second language

PURPOSE: The purpose of this source was to investigate a possible solution to the issue and see if the problem wasn't confined to Australia. A radio podcast was good for this purpose as it had testimonials from people facing an issue similar to my research topic.

RELEVANCE/CURRENCY: This particular show aired on the 18th of January 2015, so it is current and the information is up to date. The subject of the presentation is first and foremost about the Maori language, so much of the information isn't directly relevant to my research topic of Australian languages. However the podcast does show an example of what a possible solution could be to the issue of my research.

BIAS: The research is presented in a mostly factual manner, and both benefits and disadvantages are acknowledged in the podcast. However as most of the information is presented through audio clips from interviews of people involved in the situation, some opinions do surface into the information. Because of this, there is a small bias towards praising the 'Maori Immersion Schools' program and perhaps some of the disadvantages of the program have been left out of the program.

CREDIBILITY: The show is aired by one of Australia's major radio networks, by an experienced journalist. The show gathers information from education professionals, such as principals of Maori immersion schools and the Maori people.   The information can therefore be considered to have come from credible sources and presented in an ethical manner.

USEFUL INFO:
- "Once (students) have become bi-literate, then they are at or generally outperform their peers at grade levels"
- "...In the next 10 years we will really start to see the influence of the immersion schools coming through"
- "Many of the teachers themselves are second language learners of Maori..."

The information that will be useful to me are examples of success that Immersion schools are showing in New Zealand, but also some of the problems that are associated with being fully taught through the Maori language

BENEFITS OF FORMAT: The podcast format is useful for a number of reasons. They are able to be presented in a more conversational manner than written sources. But at the same time a transcript is available to allow analysis of text. Being conversational allows extraction of quotes that can be directly used in the outcome.

FURTHER RESEARCH: This source will lead me onto further research of Maori immersion schools and how a similar structure could be utilised in Australia. The podcast gave me the names of some possible people I could e-mail and the places I need to be looking into

---

SUMMARY: The email was sent as a reply to a previous email I had sent. The original email comprised of a number questions I had developed to confirm the information I had found so it would be able to be used in my outcome. The reply to my original email contained answers to my questions and a list of all the publications that Dr Amery had been involved in developing.

PURPOSE: The main purpose of this source was to confirm much of the information I had found from a primary source. Another purpose was to reveal some potential areas that I might have not discovered yet. I made sure to email a number of different university professors to get good confirmation of my previous research.

RELEVANCE/CURRENCY: All questions that Dr Amery answered were asked by me to specifically answer my research question, so the information I gained through this research process was very relevant. As Dr Amery is a professional on the field at the current time, it can be said that all the information provided is up to date and current

BIAS: Doctor Amery is very passionate about the survival of Australian languages, so when it comes to the subject of the importance of Australia's indigenous languages, his opinions could be biased by his optimism

CREDIBILITY: Dr Amery works at the University of Adelaide as head of the linguistics department. He is regarded as an expert of Australian languages and was one of the leading figures in the revitalisation of the Kaurna language in Adelaide. Given this information Dr Amery can be considered a credible source when it comes to the topic of Australian languages.

USEFUL INFO:
- "Kaurna has a word 'pukarra' for that distinctive change in weather pattern characterised by that hot northwest wind [typical to the Adelaide region]. English doesn't have a simple way of talking about this weather phenomenon, that we are all familiar with in Adelaide."
- "…Increased level of awareness of and respect for the Kaurna language, and this has flowed through to some extent to respect for the Kaurna people as the owners/custodians of the land on which Adelaide is built"

This email mainly confirmed much of the information I had already encountered through my research, but specifically the information I had hoped to include in my final outcome.

BENEFITS OF FORMAT: This information was extremely valuable to confirm my research and to learn even more about my topic from a credible source. E-mails allowed me to get into contact with credible sources in a convenient manner. The recipient could reply at a time that suited them and I was able to ask further questions by simply replying to their reply. Much easier than organising an interview time with people who are very busy and may not have had time to talk to me otherwise.

FURTHER RESEARCH: Along with his answers Dr Amery also provided me with a number of sources and publications that he has been a part of developing. So this email was extremely valuable in producing many credible internet resources. Further research led me to a number of new ideas and confirmed many more.

SUMMARY: this video is a short documentary piece regarding the Aboriginal community of Port Augusta and the Eyre Peninsula's engagement and desire towards revitalising their native language, Barngarla. It gathers the stories of how the Barngarla language was nearly lost and what they are now doing to promote its usage in the community from local Indigenous people.

PURPOSE: The purpose of this source was to see how people have responded to the state of their languages nearly becoming extinct. This was to help me write my outcome as I needed quotes and confessionals from people involved in reviving their native language

RELEVANCE/CURRENCY: This video aired as a segment of the living black television series on May 7th 2013. The information regarding the history of the Barngarla language can be still be considered current as it is not the type of information likely to change. Information about the programmes and community actions to revitalise the Barngarla language may not be up to date, as being two years old, the information has likely evolved and changed quite significantly given the communities support and passion.

BIAS: The video is presented in a factual manner, leaving little room for opinions to affect the quality of research. However when the interviewees are required to talk about a matter involving their own opinion, they do talk in a mostly impartial way. This means there is little bias in this video segment.

CREDIBILITY: The video takes information from locals who are directly affected by the issue and actively involved with changing the problem for the better. It also showcases the knowledge of Professor Ghil'Ad Zuckermann of the University of Adelaide. Both of these are credible sources of information

USEFUL INFO:
- "Relearning the language is going to do wonders to my self-esteem as Barngarla man."
- "The community here hopes they can revive Barngarla in everyday situations, such as street signs, shopping for dinner…"
- "My mother came [to this mission] fluent in Barngarla at the age of 8, by the time she left, she was the age of 16 and she could barely put a sentence together."

The most useful information I have gained from this is the goals that the Barngarla revivalists are aiming to achieve and how they would benefit or influence their local community. Other useful information includes how the Barngarla language was lost over generations.

BENEFITS OF FORMAT: The video format was great as I was able to see and hear what was happening. This was good as I am a more visual learner. Videos are also able to provide quotes as they use the words of people involved with the issue as a form of presentation for their content

FURTHER RESEARCH: After reviewing this source I was led to further research of the Barngarla language and language revival techniques. The Barngarla language information will help me discuss one of my sub-questions and the language revival techniques will help me conclude many ideas of some of my sub-questions.

Format: interview   Interviewee: Ethan Giles
Conducted: 2nd April 2015

SUMMARY: I conducted this interview to gain confirmation of some information I had already found and learn of new things I may had missed in my initial research phase. Also to propose some new ideas to someone that would be able to consider and critique them according to their own knowledge and experience.

RELEVANCE/CURRENCY: Information is current as Mr Giles is always in contact with people who the research topic affects. Not all of the information was relevant, this could be due to my questions having been too vague, or just a misunderstanding of what I was actually trying to gain from the questions. However this being said, some very valuable information was acquired.

BIAS: Mr Giles had some very strong opinions about some of the questions I was asking and was not at all willing to change his opinions when presented with information contrary to what he was saying. So it can be said that the opinionative information that came out of this interview is likely to be biased.

CREDIBILITY: Mr Giles has travelled, worked and lived in many different areas of Aboriginal society. He has gained a broad understanding of the cultural and linguistic differences between different areas of Australia. He has also had contact with many Indigenous people of all generations so it can be said that the facts he has presented me with should be reliable and credible

USEFUL INFO:
- "Settlers followed rivers and went to where the water was, this means that they didn't stay in the middle [of Australia]. And now that's where the languages are all spoken. Because the settlers couldn't stop them from speaking their own language"
- Languages that are geographically close are very similar
- Some 'countries' are still using their language for traditional and cultural purposes, such as initiation

This interview gave me a good insight into the opinions of an indigenous person. I also learnt a lot of history concerning the settlers' impact on aboriginal societies and how language is still being used today

BENEFITS OF FORMAT: Interviewing was a great way to gather information. It allowed for great flexibility of the questions I was asking and this allowed for better understanding, better responses and more useful information

FURTHER RESEARCH: This source was one of my final sources I researched from. It did not lead to much further research but it did allow me to confirm and cross check my previous research. This was valuable in recognising if a source I had already found was credible or not.

I performed a brief face to face survey with some of my school's SAASTA academy's indigenous students. I did this gain an understanding of the state of Indigenous languages in my area and to grasp an understanding of the attitude that Indigenous youth have towards their languages.

The survey consisted of three main questions, which I asked to everybody. I then asked further questions in a way that was appropriate for the person being surveyed. These are the three main questions:

Do you speak your native language?

This question was useful as it gave me a decent view of how many students speak their native language and which language that was. It also revealed that there was a large diversity of language within the class.

The question was worded in such a way that allowed some students to reply with a simple yes or no answer or others to give a better explanation of their level of knowledge and fluency.

Most students responded in the same way, that they knew some basic vocabulary and grammar but weren't confident in conversation.

What does your language mean to you?

The aim of this question was to see if the students had a personal connection to their language and whether or not they saw a value in the use of it

This question was written to allow for both brief and extended answers. It seems as though some students didn't quite understand the question and this definitely affected some of the information I gathered. Most students concluded that their language was important but couldn't say why.

Would you like to learn your language in school?

This question was to see how willing Indigenous students would be to learn their traditional language in school. It was again written in a way that allowed for both short answers and more in-depth explanations. Almost every student said that they would like to learn their language in school and most gave reasoning why.

Ethics: It was important while conducting this survey that I followed good ethical practices. This could be a sensitive topic or introduce controversial discussion for many indigenous people.

The students I surveyed had varying literary abilities and confidence levels. For some, talking to a stranger was not a comfortable thing to do. It was important that I realised this and spoke to each person in a way that was suitable to them. I did this by asking the question in slightly different ways and discussing their answers differently

I could improve on this survey in a couple ways. Mainly in the way I conducted the survey. I would prepare some more questions that related to the main questions and try to direct conversation to answer some more specific questions regarding the same topic

---

When I conducted my interviews I generally asked similar questions. This was because the people I interviewed could provide me with similar information. Some of these questions include:

Many of Australia's native languages have become extinct since European settlement, why do you think this is?

I asked this question in hopes of gathering some quotes to be used in the introductory stages of my outcome. The question was also worded as such that it allowed the interviewee to introduce information I may have been unaware of. The question was of course discussed into further length to gain a specific understanding of what the interviewee answered with.

The responses were very similar, each interviewee relating the decreasing use of Indigenous languages to the arrival of Europeans to Australia and the customs/practices that they brought with them. The question confirmed some information I had recently discovered about missionaries forcing Indigenous people to speak English and become Christian etc.

How do you see the youth of today using their traditional language?

This question was asked to provide information on the current state of Indigenous languages and to understand any trends in the use of them. I asked the question in a way that gave an observational response and could be presented as a quote or otherwise.

After each consecutive interview I was able to discuss this question into further detail, but this question did provide a good insight into how youth see their own language which allows informed and well-educated discussion when writing my outcome.

Ethics: When asking questions about the history of European settlement, there was much discussion concerning how indigenous Australians were treated by white settlers. This can be a very controversial issue to many indigenous people. For this reason it was really important that I was aware of this and that I was able to avoid saying anything that could have offended my interviewees

How has my capability of Intercultural understanding been developed?

My research has taught me that the diversity of aboriginal cultures within Australia is massive.   Each with their own customs, traditions and languages. Every languages with unique vocabulary that reflects the local country in ways that English does not, for example by having words to express unique weather patterns, animals, or landmarks that are common in the language's influential area.

By going about my research I have learnt how to behave and speak appropriately with Indigenous Australians, in ways such as use of language and discussion of issues between Australian cultures to avoid any offence or disrespect. One way I have used this knowledge when interviewing Indigenous people is not filming, or otherwise recording the interview, as Aboriginals are not supposed to hear the voice or see dead relatives, and me having them on record could be detrimental to their cultural beliefs.

I have learnt about many Aboriginal traditions and cultural customs. I've learnt how the cultures differ from my own, for example how stories are used to send messages to youth, or what death means to the people of a culture. I have also learnt how the cultures are similar to my own, such as having a degree of respect to the land we live on

How the culture and all aspects of that culture, i.e. language, heritage, traditions are important to Indigenous Australians and especially to their identity. What these things mean to them on a personal level, both spiritually and emotionally.

I have learnt that having such a diverse and rich culture comes with its own problems and issues. For example being able to provide enough teachers with knowledge of an Aboriginal language to schools, as many people at working age do not have knowledge of their local native language and these teachers cannot be sourced from elsewhere as their language would not be appropriate for another group of locals.

Challenges and opportunities

Challenges

In Aboriginal cultures it is forbidden to see the image or hear the voice of a deceased relative. This means that filming Indigenous people in an interview situation may not be possible. At one stage in my research process I decided to present my outcome in a video format however because I would not have enough footage from my interviews, this option became impractical and I decided once again to present the outcome as an essay.

Finding Indigenous people with relevant knowledge was a challenge in the beginning of my research phase, so I spoke to my school's Aboriginal curriculum coordinator which then led me onto people within the Indigenous community who were reliable sources.

In the beginning I intended to interview Rebecca Richards, a former Glossop High Schools student and Rhodes Scholar, who is currently completing her PhD at the University of Adelaide and is an Indigenous Australian herself. However she was not able to be reached for the whole time I was completing my research due to her undertaking her own research to complete her thesis. To overcome this I had to broaden my possible opportunities of people to research. So instead of just questioning one person for the perspective of both an Aboriginal and an expert in the linguistic field, I questioned several people who had an expertise in one field or the other.

Opportunities

By asking Indigenous people for interviews and explaining what I was trying to research, they were more than happy to direct me onto Aboriginal elders to interview. Many of them said it was great to see a non-Indigenous person interested in a topic such as mine. It was excellent that they directed me onto an elder because it gave me a much more reliable source to gather information from, as Elders are the most respected people in Aboriginal society

After talking to my school's Aboriginal Community Education Officer, Sheryl Giles she was very impressed with my research topic and that a non-indigenous student was so interested in the topic. This was a great

opportunity for me as from then on she was always willing to help organise interviews and find sources that may have been difficult to find otherwise.

Glossop High School is a SAASTA academy. SAASTA is an extra-curricular group for indigenous students. The program runs once a week. This was a great opportunity for me as it allowed me to be in contact with a large group of Indigenous students all in the once place. Mrs Giles was also one of the SAASTA co-ordinators which means she was able to help me out by finding students who were willing

---

Ethical considerations

Respecting Aboriginals and their culture:
As racism is prevalent issue in Australian society, my research and discussion of my research did bring about some opinions that may have been based around prejudice. It was important that I was able to recognise when this was the case and that I didn't let these views influence my own opinions and especially my research.

It was also important that while I was speaking with interviewing Indigenous Australians about subjects that may have been sensitive to them, such as the stolen generation, or oppression during the colonial period, that I did everything I could to be sincere and genuine, this way any offence that may have been taken by the topic was avoided.

As with all research it is important not to plagiarise. This means that other people are given appropriate acknowledgement for their own work, that all sources of my information are listed and that I refer to the source of specific information when presenting my outcome.

I had to address any Aboriginal people that I spoke with in an appropriate way, different to the way they would refer to themselves. For example many Indigenous Australians refer to themselves as 'black fellas' and white Australians as 'white fellas', however this would not be an appropriate way for non-aboriginal Australians to refer to them.

Discussion extract

How effective and manageable are the research processes that you originally planned?
Most of the research processes, such as interviews were effective and manageable. But as I gained more direction for my research, some of the processes I had planned became less and less effective. I planned to interview university professors and museum curators but this research process was not viable due to reasons of transport. Because of this I instead had to rely on technology to get in touch with these experts

Did the research processes produce the information required to investigate the research topic?
In most cases my research processes produced the required information to investigate the research project, by answering particular questions I had developed or revealing new issues associated with the topic I was unaware of. However this wasn't always the case.

Initially I had planned to learn about the changes in the number of speakers of an Australian language over time by analysing data from the Australian Bureau of Statistics (ABS). My only form of contact with them was through their website, which turned out to be problematic. The data included in the website was unclear and not relevant to my research. I was then unable to get in contact with anyone from the ABS who was able to help out with my topic in particular.

In order to have the same information I was trying to accumulate, I simply had to rely on the words of people who have seen a change in the usage of Australian languages over time. Unfortunately this information isn't as solid as numerical data would have been.

What new skills have you learned from this research project?
I have learnt how to find and contact reliable primary sources. I have learnt how to branch out of my cultural zone, how to contact and connect with people from a different background as my own. This will be useful in my lifetime as I never know who I'll have to communicate with or how I will need to communicate with them.

I have learnt how to develop interviews and surveys effectively. Specifically how to word questions in a way that will trigger a useful and meaningful answer. I also learnt how to develop questions that will be understood by people with different literary capabilities. This skill will be useful to me for when I ever need to develop a form of communication for a large audience.

I have learnt many ways to initiate ethical and practical research. I have learnt how to identify credible sources and how to analyse these sources in an effective way, by critiquing on bias, currency and credibility. This will be useful for whenever I need to research another topic, as I will be able to identify useful, credible information quickly.

Performance Standards for Stage 2 Research Project B

	Planning	Development	Synthesis	Evaluation
A	P1 Thorough consideration and refinement of a research question. P2 Thorough planning of research processes that are highly appropriate to the research question.	D1 Thorough and highly resourceful development of the research. D2 In-depth analysis of information and exploration of ideas to develop the research. D3 Highly effective development of knowledge and skills specific to the research question. D4 Thorough and informed understanding and development of one or more capabilities.	S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Insightful and thorough substantiation of key findings relevant to the research outcome. S3 Clear and coherent expression of ideas.	E1 Insightful evaluation of the research processes used, specific to the research question. E2 Critical evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Insightful evaluation of the quality of the research outcome.
B	P1 Consideration and some refinement of a research question. P2 Considered planning of research processes that are appropriate to the research question.	D1 Considered and mostly resourceful development of the research. D2 Some complexity in analysis of information and exploration of ideas to develop the research. D3 Effective development of knowledge and skills specific to the research question. D4 Informed understanding and development of one or more capabilities.	S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Substantiation of most key findings relevant to the research outcome. S3 Mostly clear and coherent expression of ideas.	E1 Considered evaluation of the research processes used, specific to the research question. E2 Some complexity in evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Considered evaluation of the quality of the research outcome.
C	P1 Some consideration of a research question, but little evidence of refinement. P2 Satisfactory planning of research processes that are appropriate to the research question.	D1 Satisfactory development of the research. D2 Satisfactory analysis of information and exploration of ideas to develop the research. D3 Satisfactory development of knowledge and skills specific to the research question. D4 Satisfactory understanding and development of one or more capabilities.	S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question. S2 Substantiation of some key findings relevant to the research outcome. S3 Generally clear expression of ideas.	E1 Recount with some evaluation of the research processes used. E2 Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Satisfactory evaluation of the quality of the research outcome.
D	P1 Basic consideration and identification of a broad research question. P2 Partial planning of research processes that may be appropriate to the research question.	D1 Development of some aspects of the research. D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research. D3 Superficial development of some knowledge and skills specific to the research question. D4 Basic understanding and development of one or more capabilities	S1 Basic use of information and ideas to produce a resolution to the research question. S2 Basic explanation of ideas related to the research outcome. S3 Basic expression of ideas.	E1 Superficial description of the research processes used. E2 Basic description of decisions made in response to challenges and/or opportunities specific to the research processes used. E3 Superficial evaluation of the quality of the research outcome.
E	P1 Attempted consideration and identification of an area for research. P2 Attempted planning of an aspect of the research process.	D1 Attempted development of an aspect of the research. D2 Attempted collection of basic information, with some partial description of an idea. D3 Attempted development of one or more skills that may be related to the research question. D4 Attempted understanding and development of one or more capabilities.	S1 Attempted use of an idea to produce a resolution to the research question. S2 Limited explanation of an idea or an aspect of the research outcome. S3 Attempted expression of ideas.	E1 Attempted description of the research process used. E2 Attempted description of decisions made in response to a challenge and/or opportunity specific to the research processes used. E3 Attempted evaluation of the quality of the research outcome.

COMMENTS:

P1 – Proposal outlines the refinement process succinctly, with discussion around later refinements included to show the development of the question – additional evidence later in the folio supports these refinements.

P2 – This is supported by an overview in the proposal and more detailed development of the planned sources and ideas in the following pages. Page 2 and 3 also articulate the refinement undertaken to show the potential topics while an assessment of issues and challenges identifies justification for selection. Further development of planning of sub-questions in page 3 also proposes more detailed refinement. Timeline is more developed than normal – clear lines to specific activities are more clearly developed here. Overall P1 and P2 are clear and well detailed showing a good intended plan and justified refinement.

D1 – This is developed through a range of sources = textbook, radio, television, interview with various stakeholders, SAASTA development as well as appropriate and useful resource perspectives. Questions and interactions are purposeful and there is evidence of reflection for the key ideas that motivated research.

D2 – Analysis is throughout the pages with several sections analyzing various aspects of the topics. Some reflection on the planning diagrams also alludes to analysis of the question for its strengths and weaknesses. When examining sources, indication of purpose, and source analysis features is often well developed showing an understanding of the bias/reliability etc. Comments on format suitability also analyse the specific features of the source type. Discussion of any confirmation or development of ideas also assist.

D3 – Knowledge is explicitly commented on throughout, in particular new learning or confirmed ideas. Knowledge of cultural and research protocols relevant to the research are displayed in the comments on questions. Development of skills is also noted in the reflections on culturally appropriate research behaviors.

D4 – Capability is well suited with a clear description of meaning and understanding. It is clearly developed in the research, both explicitly through reflection but also in the actions undertaken which are influenced by cultural appropriateness.