

AUSTRALIAN CURRICULUM: LANGUAGES

AUSLAN (FIRST LANGUAGE LEARNER PATHWAY) FOUNDATION TO YEAR 10 SEQUENCE

Context statement

Due to interruption in intergenerational transmission of Auslan, L1 learners will be more varied than in other languages. The L1 pathway is pitched at two of the many types of learners in the Auslan cohort:

- native signing children from Deaf families who have fluent language models to interact with at home and have been exposed to the language since birth
- deaf children from hearing families with parents or older relatives who have learnt to sign and exposed their children early to rich signing models, such as in bilingual preschools.

There is another significant group of children in the L1 pathway: delayed Auslan users, children who arrive in a signing program in their first few years of schooling. These students begin learning Auslan with limited prior experience of any language, and may have additional disabilities that are hidden because of their language delay. The L1 pathway is appropriate for them since they will be using the language for more hours a week than just in the subject, thus making faster progress; and they have no other language to make reference to, as in the L2 pathway. Teachers working with students with delayed access to Auslan will need to adapt and differentiate the curriculum extensively to scaffold their learning, particularly in their first years of study.

The population of children who will follow the L1 pathway therefore has great variation in Auslan skill levels. Some will have had extensive access to a range of mature language users in early learning programs, in school and perhaps at home, if their families embrace learning Auslan. Others will have limited quantity and quality of input in Auslan at home and sometimes even in school, and may not have attended a signing program prior to school. This pathway is primarily pitched at those students with exposure to Auslan prior to Foundation level; delayed language learners will require extra support to participate in the learning experiences.

Typically, L1 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation in the L1 pathway is that students will have opportunities to interact with Elders and the Deaf community.

Auslan (First Language Learner Pathway) Foundation to Year 10 Sequence

Foundation to Year 2

The nature of the learners

Most children enter the early years of schooling with established communication in one or more languages. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on their immediate world of family, home, school and friends. Children at this age are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Auslan is learnt in parallel with English literacy and, for some children, spoken English. Some learners arrive at school with little experience of English and will learn it as a second language, while others may use spoken English with their hearing family members. The learning of Auslan supports and enriches deaf children's learning of English and vice versa.

Auslan language learning and use

Rich language input characterises the first stages of learning. Most children are familiar with the forms of signs and their fluency and accuracy is further developed through activities such as play, games and viewing texts. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in less familiar contexts.

Children build vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by interacting with other deaf children and adults in new contexts and by participating in more structured routines and activities. They use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to and giving directions, greeting, thanking, apologising, agreeing and disagreeing, and taking turns in games and simple shared learning activities.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers, the teaching team, with some access to members of the Deaf community for additional enrichment and authentication of their language learning. Information and communication technology (ICT) resources provide additional access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models.

Texts and resources

Children engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities and stories and various forms of play and conversational exchanges. Text types include descriptions of appearances, relationships between people, and stories and recounts, as well as texts that talk about self, such as comparing likes and dislikes. They become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs, or simple symbols. An important source of texts is the Deaf community and adult members of it. The early stage of language learning is also supported by extensive use of concrete materials and resources, conventional gestures and body language. Play and imaginative activities, games, and familiar routines provide essential scaffolding and context for language development.

Features of Auslan language use

Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and SASS depicting signs with

increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and NMFs, such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs. They learn to modify indicating verbs to show participants involved in events and can sometimes maintain those locations across multiple clauses. They are learning to integrate multiple viewpoints, such as that of narrator and of one or two characters, through constructed action and marking manner in longer signed texts.

As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants. Metalinguistically, children learn to describe features of signs, such as handshapes, and whether they are iconic, to recognise the importance of space in Auslan, and to categorise signs as nouns, adjectives, verbs or adverbs.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting, experiencing and retelling assists in establishing early language skills based on real-life experiences.

The role of English

Auslan is the language of all classroom interactions, routines and activities. It is the principal medium of instruction in First Language Learner Pathway classrooms. English may play a complementary role, such as when comparing signs and words and looking at fingerspelling. English is necessarily discussed in the translating strand.

Communicating

Foundation to Year 2 content descriptions	Content elaborations
<p>Socialising</p> <p>Interact with teacher, peers and familiar adults in guided and spontaneous interactions that develop social and communicative skills</p> <p><i>[Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing]</i></p>	<ul style="list-style-type: none"> interacting with others using greetings, farewells and forms of address according to relationship, context and time of day, for example, <i>Hi, how are you?; Bye; Good morning; Pleased to meet you; See you later!; Good morning, Mr Smith; Good morning, Ms Jones; Hi Jackie!</i> <p>_____ <u>br+htf</u> HELLO / WELL PRO-2</p> <p>BYE</p> <p>GOOD MORNING</p> <p>PLEASED-TO c+MEET+f</p> <p>SEE+f LATER</p> <p>GOOD MORNING / FS:MR FS:SMITH</p> <p>GOOD MORNING / FS:MS FS:JONES</p> <p>HI FS: or NS:JACKIE</p> <ul style="list-style-type: none"> asking and answering questions about families, friends, pets, routines or pastimes, for example, <i>How do you get to school? Do you like swimming? How many brothers do you have? My birthday is in December, My cat is called Fred</i> <p>_____ <u>br+htb</u> <u>bf+htf</u> SCHOOL PRO-2 GO-TO / HOW</p> <p>_____ <u>br+htb</u> _____ <u>br+htf</u> SWIMMING / PRO-2(wh) LIKE</p> <p>_____ <u>br+htb</u> _____ <u>bf+htf</u> BROTHER PRO-2(wh) HAVE / HOW-MANY</p>

Foundation to Year 2 content descriptions	Content elaborations
	<p data-bbox="875 252 1238 316">_____br+htf POSS-1 BIRTHDAY / FS:DEC</p> <p data-bbox="875 357 1173 421">_____br+htf POSS-1 CAT / FS:FRED</p> <ul data-bbox="831 446 2085 510" style="list-style-type: none"> • using everyday social exchanges such as thanking, apologising, expressing wishes or congratulations, for example, <i>Thank you so much! I'm sorry, Good luck, Happy birthday</i> <p data-bbox="875 533 1093 564">THANKS-2H+rept</p> <p data-bbox="875 603 1061 635">PRO-1 SORRY</p> <p data-bbox="875 673 1043 705">LUCK^GOOD</p> <p data-bbox="875 743 1111 775">HAPPY BIRTHDAY</p> <ul data-bbox="831 801 2078 896" style="list-style-type: none"> • introducing themselves or a friend to class visitors • recounting personal experiences using specific time markers such as <i>before, after, a long time ago, in two weeks, one month ago</i> <p data-bbox="875 922 987 954">BEFORE</p> <p data-bbox="875 992 965 1024">AFTER</p> <p data-bbox="875 1062 1093 1094">LONG-TIME-AGO</p> <p data-bbox="875 1133 1032 1165">FORTNIGHT</p> <p data-bbox="875 1203 1384 1235">LAST-FOUR-WEEK or ONE MONTH AGO</p> <ul data-bbox="831 1260 2040 1324" style="list-style-type: none"> • recounting experiences shared as a class, such as excursions or special visitors, using appropriate sequencing of information

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> exploring different ways of expressing emotion through the use of NMFs and lexical signs, for example, <i>I'm happy</i> or <i>She's cranky</i> <u> char</u> PRO-1 HAPPY <u> char</u> PRO-3 THINK^BAD sharing their opinions about classmates or classroom resources using evaluative language and comparatives, for example, <i>Sam is fast, Joe is faster but Chris is fastest; That is the best computer</i> <u> stress</u> FS:SAM FAST / FS:JOE FAST / <u> more stress</u> BUT FS:CHRIS WORSE FAST PT+dn / BEST COMPUTER sharing information about personal experiences, favourite activities or recent events, using time markers that incorporate numerals, such as <i>yesterday, tomorrow, next week, last week, two days ago, in three days, in two years</i> YESTERDAY TOMORROW NEXT-WEEK LAST-WEEK TWO-DAYS-AGO NEXT-THREE-DAYS NEXT-TWO-YEARS referring to family members' and classmates' names using fingerspelling or sign names as appropriate

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> following directions in activities such as an obstacle course or action game, using directional terms or depicting signs such as <i>right/left/straight/behind/over there</i> <p>RIGHT CL:1-TRACE-GO-RIGHT LEFT CL:1-TRACE-GO-LEFT STRAIGHT DS:1-TRACE-GO-STRAIGHT sh CL:B-SOMETHING-LOCATED-BEHIND 2h dh PT+dn----- PT+f(far)</p> <ul style="list-style-type: none"> playing games that involve choice, memory or information exchange to reinforce number skills or language patterns collaborating in art or craft activities that involve making decisions about choices or contributions participating in barrier games and other information-gap activities that focus on describing appearance or scenes engaging in problem-solving activities such as simple programming using Lego or Wedo, making suggestions and allocating individual tasks participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback
<p>Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking</p> <p>[Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking]</p>	<ul style="list-style-type: none"> recognising their own and their classmates' fingerspelled names used in games or routines such as roll call exchanging greetings and stating the day and date asking for help, offering assistance or requesting permission in polite ways, for example, <i>Can you help, please? Let me help you ... Is it okay if ...? Can I please ...?</i> <p>_____ br+htf PRO-2 CAN f+HELP+c PLEASE</p> <p>FIRST / [PRO-1] c+HELP+f</p> <p>_____ br+htb _____ br+htf PRETEND / PT+dn ALRIGHT</p>

Foundation to Year 2 content descriptions	Content elaborations
	<p style="text-align: center;"><u>br+htf</u></p> <p>PLEASE PRO-1 CAN.....</p> <ul style="list-style-type: none"> demonstrating attentive watching across a range of school contexts, such as assemblies or classroom discussions following directions for class routines, for example, <i>Get into a circle, Line up, Look this way, Find a partner and sit down</i> <p>CL:2H-4-GET-INTO-A-CIRCLE QUEUE f+LOOK+lf FIND ONE PARTNER PLUS SIT-OPPOSITE</p> <ul style="list-style-type: none"> gaining others' attention in appropriate ways, relying less on tap and more on other strategies, and responding to others' attempts to gain their attention following protocols such as stopping when lights are flashed and the use of voice-off while signing, and observing appropriate distance between signers learning to be a supportive group discussion member, for example by asking relevant questions, providing feedback, prompting, using NMFs to indicate agreement or disagreement, and voicing disagreement respectfully through sentence starters such as <i>I like the way you ... I agree that ... I have a different thought ...</i> <p style="text-align: center;"><u>br+htf+char</u></p> <p>POSS-2+rept / PRO-1 LIKE / FS:EG ... PRO-1 AGREE ... PRO-1 HAVE THINK DIFFERENT</p> <ul style="list-style-type: none"> formulating different kinds of open and closed questions, including when, why and how questions signing appropriately to maintain or change a topic, to remain on task and take turns interacting with each other or the teaching team by using eye gaze and other NMFs to indicate agreement/disagreement or understanding/lack of understanding negotiating turn-taking, using statements such as <i>It's my turn, You can go next</i> <p>[POSS-1] f+TURN+c</p> <p style="text-align: center;">hn</p> <p>PRO-2 CAN lf+TURN+f</p>

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> using indicating verbs for classroom interactions such as <i>Pass the paper, Help me/Help you</i> <u>br+htb</u> PT+dn PAPER / CL:Flat O-GIVE-THE-PAPER-TO-SOMEONE f+HELP+c / c+HELP+f watching, remembering and responding to increasingly complex instructions of two or more steps, for example by moving or locating objects in the classroom using the appropriate NMFs for asking questions and making statements when interacting in small groups
<p>Informing</p> <p>Identify specific points of information in simple Auslan texts and use the information to complete guided tasks</p> <p>[Key concepts: information, family, games, animals, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording]</p>	<ul style="list-style-type: none"> retelling and responding to key points of information in class messages, directions or introductions gathering information from their peers about topics such as family members, favourite foods, toys or games to report back to the class identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape, and responding by, for example, interacting with concrete materials and objects identifying and categorising signs according to handshape following a signed text that involves several steps to progressively collect information needed to complete a task, such as an obstacle course watching short Auslan texts about topics such as hobbies, animals or sports, recording key points of information using tables or graphic organisers watching a presentation by a teacher, peer or visitor and recalling and retelling specific points of information acquiring new Auslan vocabulary and structures that apply to different curriculum areas, for example, when learning about the weather or countries of the world, and recording the new language in personal sign dictionaries
<p>Present information about self, family, people, places and things using signed descriptions and visual prompts</p> <p>[Key concepts: self, family, routines, home, community; Key processes: providing information,</p>	<ul style="list-style-type: none"> describing an object, animal or person using lexical adjectives, for example colours, or SASS depicting signs, for example, for size and shape contributing to a digital class presentation such as a video by signing a description of their own photo or piece of work demonstrating a simple procedure using list buoys and related sign vocabulary to demonstrate the different steps

Foundation to Year 2 content descriptions	Content elaborations
<p><i>describing, presenting, demonstrating, labelling, reporting</i></p>	<ul style="list-style-type: none"> labelling objects in the classroom and in learning resources such as books and wall charts with pictures of signs recounting to the class a personal experience such as a holiday or weekend event reporting aspects of their daily routines or family life, such as how they travel to school or what they eat for lunch categorising and displaying pictures of signs, for example on a handshape wall presenting specific information such as a weather report using visual prompts or a digital presentation sharing information about their family, home or local community with their classmates, for example, through signed commentary to a display or digital presentation reporting key elements obtained from predominantly visual infographics or diagrams related to different learning areas, for example, life cycle charts providing information needed to complete an information-gap activity, for example, '20 Questions' with yes/no answers, or 'Guess Who?'
<p><i>Creating</i></p> <p>Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action</p> <p><i>[Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting]</i></p>	<ul style="list-style-type: none"> viewing fairytales or stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting engaging in imaginative play that involves the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives responding to forms of Deaf art such as handshape creations, for example by reproducing key elements in their own artwork and indicating emotional response using lexical signs such as <i>Love it, It's OK, Hate it, Makes me feel ...</i> <p>LOVE PT+dn ALRIGHT HATE PT+dn MAKE PRO-1 FEEL</p> <ul style="list-style-type: none"> responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or personal feelings

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • interacting with a signing puppet or doll in a fantasy context or situation, for example by asking questions such as <i>Where do you come from? What is your name?</i> <p style="text-align: center;">bf+htf PRO-2(sh) COME FROM WHERE</p> <p style="text-align: center;">bf+htf POSS-2 NAME WHAT</p> <ul style="list-style-type: none"> • responding to elements of signed stories such as refrains or exclamations, for example by shadowing repeated signs, movements or facial expressions • participating in indoor and outdoor games that use signs, handshapes and body movements in creative ways and focus on all Auslan parameters, for example, ‘Simon Says’ • participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game ‘Space Jump’ • comparing two signed versions of a story such as ‘The Hare and the Tortoise’ and indicating their preference for one version over the other • drawing a personal interpretation of a ‘visual vernacular’ description of a character’s appearance • viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events
<p>Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action</p> <p>[Key concepts: imagination, emotion, expression; Key processes: creating, enacting, expressing, experimenting, imagining]</p>	<ul style="list-style-type: none"> • changing elements of favourite stories to create their own versions, with a focus on varying manner or constructed action • interacting with imaginary characters using lexical and non-lexical signs and NMFs to express emotions such as excitement, fear or amazement • using iconic signs to create their own variations on familiar nursery rhyme actions, such as in ‘Incy Wincy Spider’ • depicting the movement of people, animals or means of transport by using handshapes in creative ways • creating amusing sequences of signs using a fixed handshape, such as YOU THINK I’M SHY • experimenting with NMFs and handshapes to play games such as Simon Says, taking turns to be Simon • experimenting with facial expressions to match differently sequenced signed emotional expressions, such as <i>happy, scared, tired</i>

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> changing an aspect of a cartoon or picture story, using gestures, handshapes and NMFs to explain differences representing objects using combined bodies and hands in amusing or creative ways exploring the use of constructed action such as eye gaze change, body shift and head orientation when enacting imagined adventures making their own handshape creations assuming the role of a character from a story and responding to signed questions from classmates, such as <i>Pinocchio</i>, <i>why is your nose so long?</i> <p style="text-align: right;"><u>bf+htf</u></p> <p>FS:PINOCCHIO / POSS-2 NOSE CL:gCflat-long-nose/ why</p>
<p>Translating</p> <p>Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ</p> <p>[Key concepts: similarity, difference, meaning. Key processes: noticing, recognising, identifying, translating, explaining]</p>	<ul style="list-style-type: none"> recognising that every language uses words or signs to make meaning identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet participating in shared reading of children’s books containing Auslan images and English text, asking and answering questions about unfamiliar words and phrases, and noticing the comparative number of signs and words used in the book identifying the iconicity of some signs, such as <i>rainbow</i> or <i>drink</i>, and how similar they are to the object/referent, and discussing how this transparency might help ‘translatability’ of concepts for non-signers explaining to family and friends the meaning of simple Auslan signs by using fingerspelling or writing to spell the equivalent English word (for example, <i>dog</i>, <i>cat</i>, <i>bird</i>) comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, noting the literal translation, for example, the sign for the English greeting <i>How are you?</i> is signed as <i>health good, you?</i>
<p>Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words</p> <p>[Key concepts: code Key processes: labelling, creating, captioning]</p>	<ul style="list-style-type: none"> labelling objects and classroom items in both English and Auslan, using posters, word cards and alphabet cards and pictures, images of Auslan signs and words, for example, <i>A is for apple</i> with a fingerspelled letter for A creating and using handshape images to represent signs and label with words, for example, flat hand = <i>fish</i> developing a simple handshape dictionary with English captions using photos of family members to create a family tree or similar, captioning and labelling in English with corresponding images of Auslan signs for each family member

Foundation to Year 2 content descriptions	Content elaborations
<p>Expressing identity</p> <p>Explore the concepts of self, social groupings and relationship and how these relate to the Deaf community</p> <p>[Key concepts: identity, self, relationship, community, hearing, deaf; Key processes: identifying, categorising, representing, creating]</p>	<ul style="list-style-type: none"> identifying themselves as belonging to part of a family and/or social group, such as a class or age cohort of deaf children discussing concepts of difference and sameness identifying themselves as a deaf child and describing their relationships with other deaf children, family members, the Deaf community and the wider 'hearing' society identifying and describing physical markers of identity among deaf children, for example hearing devices such as hearing aids, cochlear implants and FM systems representing their own relationships with others through drawing pictures, adding captions to photos or creating digital presentations creating a poster depicting their own family, labelling immediate and extended family members as <i>deaf</i> or <i>hearing</i> identifying and discussing family names, given name/s and sign names for themselves and for others identifying elements of their behaviours or relationships that mark their individual or community identity interacting with deaf people from different groups and backgrounds who visit the classroom to tell stories and participate in learning activities
<p>Understand the relationship that exists between place, space and people with particular reference to the Deaf community</p> <p>[Key concepts: place, space, identity, connection; Key processes: identifying, labelling, exploring]</p>	<ul style="list-style-type: none"> exploring why some places and spaces make deaf people feel comfortable and promote a sense of belonging, for example by discussing what makes a classroom comfortable and 'Deaf friendly' (U-shape seating, minimised window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location) identifying examples of deaf people's shared visual orientation towards the world, 'people of the eye', such as the importance of space for waving or using flashing lights to gain attention or give visual applause
<p>Share their own stories, history, roles and responsibilities and links to the Deaf community</p> <p>[Key concepts: identity, role, responsibility, birthright, story; Key processes: identifying, describing, talking about, viewing]</p>	<ul style="list-style-type: none"> recognising that their first language is a birthright which establishes identity with respect to the Deaf community and its traditions viewing and creating stories of their own experience and roles in the Deaf community and identifying the ways of being deaf that they describe describing ways in which they can begin to take responsibility for increasing others' awareness of their communication and learning preferences, for example in the classroom and with extended family

Foundation to Year 2 content descriptions	Content elaborations
<p>Reflecting</p> <p>Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games</p> <p><i>[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]</i></p>	<ul style="list-style-type: none"> responding to teacher prompts in Auslan, for example, <i>What do you see? What do you notice about ...? Why do you think that ...? How is this similar/different ...?</i> when viewing images, video clips or stories in Auslan <ul style="list-style-type: none"> bf+htf PRO-2(sh) SEE WHAT bf+htf PRO-2(sh) NOTICE-SEE WHAT bf+htf WHY PRO-2(sh) THINK PT+f WHY bf+htf bf+htf PT+dn SAME HOW or PT+dn DIFFERENT HOW comparing aspects of the lives of deaf children with those of hearing children as represented in digital images, video clips, stories, for example, ways of playing games, telling stories or interacting at school, home and in the community describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, for example by responding to the question, <i>What are the main differences you notice when observing a conversation between deaf people and one between hearing people?</i> <ul style="list-style-type: none"> br+htb ll rl bf+htf c+DISCUSS+f / DEAF PEOPLE f+DISCUSS+lf / HEARING PEOPLE f+DISCUSS+lf / WHAT BIG DIFFERENT WHAT discussing changes or adaptations they have to make to their communicative style when communicating with non-signers

Understanding

Foundation to Year 2 content descriptions	Content elaborations
<p>Systems of language</p> <p>Recognise the main formational elements of handshape, movement and location in Auslan signs, and that a sign is the same as a spoken or written word even though it can be iconic</p> <p>[Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding]</p>	<ul style="list-style-type: none"> noticing the handshape of individual signs, and identifying signs that are made with a handshape, for example, WHERE (hs:5) and YES (hs:S) recognising that signs are categorised by the handshape at the start of the sign understanding that signs can be organised by handshape, for example in Johnston’s Auslan dictionaries or in dictionaries for emergent deaf writers, and that this is useful if the English word for a sign is not known noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, <i>through</i> (forwards) or <i>day</i> (left to right) <p>c+THROUGH+f DAY</p> <ul style="list-style-type: none"> noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), PRO-1 (chest), TALK (hand) and ONE (signing space) understanding that sounds in English are like handshapes, movements and locations in Auslan in the sense that they are joined together to make words realising that ideas, people, objects and actions can be represented by signs, pictures, written or spoken words, or mime noticing that meaning can be expressed through whole signs or through fingerspelling, and comparing fingerspelling with written English recognising that some signs are iconic, linking to visual images of referents, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, PEOPLE or SIMPLE recognising that unlike English, which can be spoken or written, signed languages are not usually written down but occur ‘through the air’ experimenting with some basic symbols for individual written signs using sign writing systems such as SignWriting, si5s (or ASLwrite), ASL-phabet, or a class invented script
<p>Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular that depicting signs, some verbs,</p>	<ul style="list-style-type: none"> explaining that single-digit numbers can be separate lexical items or merged into other signs such as those for ages or adverbs of time (numeral incorporation) describing the range of signing space in normal signed discourse

Foundation to Year 2 content descriptions	Content elaborations
<p>enacting and pronouns make use of spatial relationships</p> <p>[Key concepts: signing space, beginning and end point of signs, modification; Key processes: explaining, describing, noticing, identifying]</p>	<ul style="list-style-type: none"> noticing that Auslan pronouns mark location and that they are different in English, for example by being able to show THE-TWO-OF-US and THE-THREE-OF-US or WE-TWO-BUT-NOT-YOU noticing that the beginning and end point of verbs can be modified to show participants in a process identifying what sort of things can be represented in a DS by handshape, for example a <i>person</i> or a <i>pole</i> or a <i>tree</i> can be represented by a point handshape, and a <i>cylinder</i> can be traced by a C handshape knowing that signers can either <i>tell</i>, with signs or written or spoken words, or <i>enact</i>
<p>Recognise that groups of words are combined to make a clause, that words can represent people, places and things (nouns, pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs), and recognise statements or questions based on non-manual features</p> <p>[Key concepts: grammar, rules, word order; Key processes: recognising, observing, distinguishing]</p>	<p>Nouns</p> <ul style="list-style-type: none"> understanding that nouns represent people, places, concrete objects or abstract concepts, and that there are three types of nouns: common, proper and pronoun observing that names of people and places can be represented through fingerspelling or sign names distinguishing proper nouns from common nouns and recognising whether common nouns refer to a concrete or abstract entity <p>Adjectives</p> <ul style="list-style-type: none"> knowing that an adjective indicates something about a noun, such as colour or size; that a verb tells what is happening, and that there are five types of verbs: action, thinking, relating, feeling and possessing noticing that there is no verb ‘to be’ in Auslan, which is a significant difference from English <p>Adverbs</p> <ul style="list-style-type: none"> exploring lexical signs that represent <i>when</i>, <i>where</i> and <i>how</i> (adverbs), noticing that <i>how</i> can also be represented with NMFs and that <i>where</i> is often represented with a DS but sometimes with lexical signs <p>Clauses</p> <ul style="list-style-type: none"> understanding that a clause is a group of signs expressing a single idea that has at least one verb, but often one or more nouns as well understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase) and the surrounding circumstances (adverb group/phrase) noticing that while word order in sentences is often important for meaning, there is flexibility in word order in Auslan identifying the parts of a clause that are nouns, verbs or adjectives and being aware that nouns in Auslan can be represented with points distinguishing between clauses that are statements and those that are questions distinguishing between yes/no questions and <i>wh</i>- questions

Foundation to Year 2 content descriptions	Content elaborations
	<ul style="list-style-type: none"> understanding that NMFs in a clause change for yes-no questions and wh-questions
<p>Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose</p> <p>[Key concepts: text; Key processes: recognising, identifying, discussing]</p>	<ul style="list-style-type: none"> recognising that different texts serve different purposes, identifying characteristic structures and features of particular types of texts and noticing how they suit the intended purpose, for example, showing emotions in a personal narrative compared to providing facts in an information report discussing and comparing the purposes of different types of familiar texts such as procedures or descriptions identifying different signs used by a signer to refer to the same person in a text, considering how this helps to maintain interest and understanding recognising that texts are made up of one or more clauses, which have one or more signs in them and which together make meaning
<p>Language variation and change</p> <p>Understand that all languages including signed languages vary and borrow words and signs from each other</p>	<ul style="list-style-type: none"> understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia and Tasmania; and the northern dialect used in New South Wales and Queensland viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers noticing that words such as proper nouns, for example, names of people, places or schools, are borrowed from English by fingerspelling and mouthing recognising that, like spoken languages, Auslan borrows from other languages, collecting words and signs that come from different languages that they use in their everyday lives
<p>Language awareness</p> <p>Recognise that Auslan is one of many languages used in Australia and around the world</p> <p>[Key concept: language diversity; Key processes: identifying, recognising]</p>	<ul style="list-style-type: none"> identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map exploring similarities and differences between the many languages used in Australia and represented in the school, including Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate recognising that there are many different signed languages in use around the world, not one 'universal' signed language recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages understanding that most people in the world speak more than one language

Foundation to Year 2 content descriptions	Content elaborations
<p>Recognise that many languages are well-documented and widely used while others are less documented and robust</p> <p>[Key concepts: documentation, language use, vitality; Key processes: identifying, recognising]</p>	<ul style="list-style-type: none"> • understanding that strong and healthy languages are used by many people across generations in most domains of use • recognising language documentation as an important means of recording, maintaining, transmitting and revitalising a language • recognising that some languages have no written form and have historically been passed on face to face/orally, which means that they are less well recorded or documented
<p>Role of language and culture</p> <p>Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them</p> <p>[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning making connections]</p>	<ul style="list-style-type: none"> • recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own • appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs) • exploring how using Auslan involves being in a visual world or culture, for example by exploring connections with physical space, such as being able to communicate through windows, or from a distance • exploring how hearing people live in ways that may be different from how deaf people live, for example by responding to stimulus questions such as <i>How do hearing people respond to deaf people's need to always see other people who are signing?</i> • recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture • recognising the importance of language, community and culture in relation to their own lives and in relation to other language groups and their communities

Foundation to Year 2 Achievement Standard

By the end Year 2, students interact with the teaching team, class visitors and each other to share information about family, friends, routines, pastimes and events. They use fingerspelling or sign names as appropriate and lexical adjectives or SASS depicting signs to describe the physical appearance and characteristics of family members, friends or teachers, for example, *My big brother is tall and skinny, She's a really kind teacher.*

br+htb
POSS-1 BROTHER OLDER / TALL / SKINNY
br+htb char
PRO-3 / TEACHER TRUE HEART^GOOD

Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as I GO-TO-right PLAY-continuous, RETURN-left, GO-POINT+rt, PLAY+rept-slow, If+GIVE-BACK+c. They sequence events correctly using time markers such as YESTERDAY, LAST-WEEK, TWO-DAYS-AGO. They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. They compare likes, dislikes and preferences, for example, *I like ..., I don't like ..., I prefer ..., I like ... more than ..., I like ... best.*

_____ Hn
br _____ hs
PRO-1 LIKE

br _____ hs
PRO-1 NOT^LIKE

_____ Hn
.....+rt /+lf / PT+rt(sh) PRO-1 LIKE

br _____ hn
..... / PRO-1 LIKE BEST

They use appropriate NMFs to ask and respond to a range of open and closed questions.

bf+htf bf+htf bf+htf
WHEN , WHY and HOW

They indicate agreement/disagreement or understanding/lack of understanding by using other non-manual features. They follow directions for class routines, for example, *Get into a circle, Look this way*, CL:2H-4-GET-INTO-A-CIRCLE, f+LOOK+lf f+LOOK+lf , and give and follow instructions of two or more steps, using directional terms or depicting signs such as *right/left/straight/behind/over there.*

RIGHT CL:1-TRACE-GO-RIGHT
LEFT CL:1-TRACE-GO-LEFT
STRAIGHT DS:1-TRACE-GO-STRAIGHT
sh CL:B-SOMETHING-LOCATED-BEHIND
2h
dh PT+dn-----
PT+f(far)

Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. They recall and retell specific points of information from texts such as class messages, directions, introductions and 'visual vernacular' descriptions, and recognise familiar fingerspelled words. They follow procedural texts involving several steps and retell them using list buoys. They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. They use features of constructed action such as shifting eye gaze, or head or body head orientation when creating imagined texts, and use non-manual features to modify manner or intensify adjectives. They identify themselves as a deaf child and describe their relationships with other deaf children, family members, the Deaf community and also with the wider 'hearing' world. They identify similarities and differences between Auslan and spoken languages in relation to ways of interacting and sharing stories.

Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, fingerspelling, non-manual features and non-conventional gestures. They recognise and can describe the main formational elements of Auslan signs: handshape, movement and location; and can identify and categorise signs according to these. They recognise that some signs link to visual images, for example TREE, ELEPHANT. Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. Students know that locations or orientations of signs can be modified meaningfully, such as for pronominal points or to show who is involved in an event. They recognise that signers can tell with lexical signs or show with depicting signs and constructed action and they do so in clauses that include a verb and sometimes nouns. They recognise the importance of facial expression, eye gaze and non-manual features in a visual-gestural language and culture.

Years 3 to 4

The nature of the learners

Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including the Deaf community. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Auslan language learning and use

Learners in this band engage in a range of activities involving watching and responding to signed texts. They build proficiency through the provision of rich language input from a variety of sources where grammatical forms and language features are purposefully integrated. They develop more elaborated conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Learners at this stage express ideas and feelings related to their personal worlds, give and follow directions, negotiate with and persuade others, paraphrase content of texts, form factual questions to request information, check and clarify understanding and participate in play and shared tasks, including planning and rehearsing presentations or performances.

They watch and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the school environment, with some sharing of their learning at home. Additional enrichment and authentication of learning experience is provided through interactions with Elders and other signers in the Deaf community. Access to wider communities of Auslan signers and resources also occurs through virtual and digital technology.

Texts and resources

Learners interact with a growing range of live and digital signed texts. They engage primarily with a variety of teacher-generated materials, stories and games, and with materials produced for young signers, such as storytelling apps. They have access to materials produced for signing children from the BANZSL family of languages as a means of broadening their cultural knowledge and awareness of the diversity of language experience.

Features of Auslan language use

Learners recognise and apply elements of Auslan grammar, such as marking manner or aspect on verbs. They use increasingly sophisticated means of showing constructed action, and of using space to track a character or location through a text for purposes of cohesion. They develop metalanguage for talking about language, using terms such as fully or partly lexical, entity, handling or SASS depicting signs, constructed action, and clauses.

Learners talk about differences and similarities they notice between Auslan and English, and also between cultural behaviours and ways of communicating. A balance

between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Learning Auslan in school contributes to the process of making sense of the learners' worlds, which characterises this stage of development. Students are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks, and the process of learning is supported by systematic feedback and review. Form-focused activities, particularly those increasing metalinguistic awareness, build grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and polishing rehearsed texts; and provide support for self-monitoring and reflection. The language students see is authentic with some modification. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Auslan is the principal medium of instruction in First Language Learner Pathway classrooms. English plays a complementary role; for example, it is used when translating, creating bilingual/multilingual texts or comparing and contrasting languages. Discussion in Auslan supports learning, develops conceptual frames and builds metalanguage. The process of moving between languages consolidates the already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities. Auslan is learnt in parallel with English literacy and, for some children, spoken English. The learning of Auslan supports and enriches deaf children's learning of English, and vice versa.

Communicating

Years 3 to 4 content descriptions	Content elaborations
<p>Socialising</p> <p>Communicate with each other and the teaching team about aspects of their personal worlds, daily routines, preferences and pastimes</p> <p><i>[Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading]</i></p>	<ul style="list-style-type: none"> <p>sharing feelings about important experiences or recent or upcoming events, for example, <i>I am excited about the holidays, I was sad when my friend moved away, I was pleased to have a Deaf visitor come to my school</i></p> <p>_____ br+htb _____ char PT+rt HOLIDAY / PRO-1 EXCITED</p> <p>_____ (pah) _____ br+htb POSS-1 FRIEND PAST f+MOVE-AWAY+rt /</p> <p>_____ char PRO-1 SAD</p> <p>ONE DEAF VISITOR rt+COME+c POSS-1</p> <p>_____ br+htb _____ char SCHOOL / PRO-1 FEEL EXCITED</p> <p>discussing preferences in relation to school or community activities, using comparatives and superlatives, for example, <i>I like maths more than science, I like sports best, My favourite part of the day is playtime!</i></p> <p>_____ hn MATHS+rt / SCIENCE+lf / PT+rt(wh) PRO-1 LIKE</p> <p>_____ br+htb SPORTS / PRO-1 LIKE BEST</p> <p>_____ br+htb DAY WHICH+dn+up / PLAYTIME POSS-1 FAVOURITE</p>

Years 3 to 4 content descriptions	Content elaborations
<p>Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language</p> <p>[Key concepts: collaboration, roles, responsibilities, memory; Key processes: negotiating, collaborating, planning, transacting]</p>	<ul style="list-style-type: none"> working together in shared tasks such as cooking, craft activities or creating displays, signing questions or statements such as <i>Which recipe do you want to make? First we need to get all the ingredients. Do you know how to do that part?</i> <p style="text-align: right;"><u>bf+htf</u></p> <p>PRO-2 WANT WRITE FS:RECIPE / WHICH</p> <p>sh: FIRST / PT:LBUOY PRO-1+PL NEED</p> <p>2h: FS:RECIPE</p> <p>dh: LBUOY(5)—————</p> <p style="text-align: center;"><u>br+htb</u> <u>bf+htf</u></p> <p>FS:DO PT+dn / PRO-2(wh) KNOW #HOW</p> negotiating roles and responsibilities and expressing preferences when working on shared projects, using expressions such as <i>I would prefer to do that; What job do you want to do?</i> <p>PRO-1 RATHER FS:DO PT+f</p> <p style="text-align: right;"><u>bf+htf</u></p> <p>WORK PRO-2 WANT / WHAT</p> contributing to the development of a set of class rules engaging in activities such as treasure hunts that involve making choices, solving problems and giving and following directions, for example, <i>When you get to the tree, turn left</i> <p style="text-align: center;"><u>(pah) br+htb</u></p> <p>PT+rt TREE / PRO-2 PAST ARRIVE /</p> <p>CL:1-TRACE-TURN-LEFT LEFT</p>

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> playing games that involve the exchange or discovery of hidden information, using descriptive language and appropriate questioning, for example, <i>Does your person have brown hair and glasses? Is your object used for cooking?</i> <p>_____.</p> <p>POSS-2 PERSON HAVE HAIR BROWN PLUS</p> <p>br+htf GLASSES</p> <p>_____ br+htf</p> <p>POSS-2 THING USE #FOR COOK</p> <ul style="list-style-type: none"> following directions and making suggestions to complete craft activities or to design and create a product checking on understanding when completing learning activities, for example, <i>Do you know what I mean? Do you think that's finished now?</i> <p>_____ br+htb _____ br+htf</p> <p>PRO-1 MEAN WHAT / YOU KNOW</p> <p>_____ br+htb _____ br+htf</p> <p>PT+dn FINISH NOW / PRO-2 THINK</p> <ul style="list-style-type: none"> participating in games that involve turn-taking, active watching, memory and information exchange working together in design projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing
<p>Adjusting and responding to language and behaviour in formal or informal contexts for different purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding</p> <p>[Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging]</p>	<ul style="list-style-type: none"> asking for repetition and clarification, for example, <i>Please sign that again, Do you mean ...?</i> <p>PLEASE SIGN PT+dn AGAIN</p> <p>_____ br+htf</p> <p>PT+dn / PRO+2 MEAN</p> <ul style="list-style-type: none"> responding to directions when completing work or preparing for class adopting different roles for effective group or pair-work interactions, such as group leader, note taker or reporter

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> using appropriate protocols when gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and using language such as <i>Excuse me</i> when interrupting a conversation <p>EXCUSE PRO-1</p> <ul style="list-style-type: none"> responding appropriately to impromptu or more formal class and school announcements such as assembly procedures indicating understanding by signalling affirmation or negation and by asking for clarification, for example, <i>I see ... Aha!/yeah, I don't think so, What for?</i> <p style="text-align: right;">hn</p> <p>PRO-1 UNDERSTAND / RIGHT-YEAH</p> <p style="text-align: center;">hs</p> <p>PRO-1 THINK-NOT</p> <p style="text-align: right;">bf</p> <p>WHAT #FOR</p> <ul style="list-style-type: none"> using eye contact and clear signing with peers, teachers, visitors and community members using an increasing range of interaction skills, such as initiating, maintaining and changing topics, remaining on task and taking turns in conversations understanding how to walk between signers engaged in conversation without interrupting developing appropriate conversational behaviours such as sharing ideas, acknowledging and extending others' contributions and making use of discourse markers, fillers and NMFs, such as ADAM-sign understanding and producing phrases to encourage and praise each other, for example, <i>Well done, Keep going, Good try</i> <p>EXCELLENT GOOD CONTINUE GOOD TRY</p> <ul style="list-style-type: none"> using signs or NMFs as fillers in conversation, for example, <i>Well ... Umm</i> <p>G(5-WIGGLE):ERR</p>

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> clarifying points of information, for example by asking, <i>Do you mean ...? Am I right when I say ...? Is that right that ...?</i> <p style="text-align: center;">_____ <u>br+htf</u></p> <p>PRO-2 MEAN</p> <p style="text-align: center;">_____ <u>br+htf</u> _____ <u>br+htf</u></p> <p>PRO-1 SAY / RIGHT</p> <p style="text-align: center;">_____ <u>br+htf</u></p> <p>PT+f RIGHT</p>
<p>Informing</p> <p>Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community</p> <p>[Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]</p>	<ul style="list-style-type: none"> recalling specific points of information in signed classroom instructions or descriptions and responding to comprehension questions in Auslan paraphrasing the content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website conducting an interview with a member of the Deaf community and reporting back to the class on key points forming factual questions to request information about planned events or activities, for example in relation to details such as place, time or cost surveying peers about interests, preferences or routines, presenting findings in formats such as profiles, charts or graphs locating, organising and presenting information from Auslan resources related to other learning areas, such as science materials or cooking demonstrations, for example, <i>Sign & Cook for Kids</i> (Auslan Storybooks) learning new Auslan vocabulary and language structures through interacting with Deaf visitors and mentors, recording the new language in personal sign dictionaries
<p>Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content</p> <p>[Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing]</p>	<ul style="list-style-type: none"> assembling an information pack about their school to support newly arrived deaf students using Auslan and visuals, including a signed glossary of the most relevant signs conveying information about cultural events, for example a digital report about a Deaf visitor for a school newsletter or a class website presenting factual information related to cultural activities and significant events such as Deaf festivals or sporting events, using visual supports such as a timeline

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> explaining a favourite computer game, sport or playground game to a younger audience, highlighting key terms and supporting the information with pictures, gestures and demonstrated actions planning, rehearsing and delivering short presentations on chosen topics that take into account the particular purpose and intended audience relaying messages between different members of groups/teams during different stages of a group activity such as a cross-country or relay event, noting any changes in meaning or content at the end of the process
<p>Creating</p> <p>Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment</p> <p>[Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing]</p>	<ul style="list-style-type: none"> viewing a signed story that involves progressive action, tension and resolution identifying how signers use space to track a character or location throughout a text viewing and responding to a range of Deaf poetry for children, for example by creating an alternative ending or extra verse using NMFs to express changing emotions such as anticipation, fear or relief in response to elements of live or recorded signed stories viewing and responding to short recorded skits, for example by re-enacting favourite elements and modifying manner or aspect to provide additional emphasis or expression freezing cartoons or video clips of people/animals in amusing situations, signing a commentary on what has just happened and predicting what might happen next experimenting with different Auslan parameters to create and perform examples of gestural humour, as modelled in performances by companies such as the Hong Kong Theatre of the Deaf participating in games that focus on modifying manner or aspect for effect viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience engaging with different examples of Deaf humour or Deaf jokes and comparing them with examples of humour in spoken English or in silent films or mime shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film <i>Labyrinth</i>
<p>Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects</p>	<ul style="list-style-type: none"> performing stories for a live audience with a focus on the visual communication of emotion and humour adapting an element of a familiar cartoon or story to achieve a different effect, for example by varying the use of manner adapting a signed advertisement for a product popular with their age group to create a change in effect, for example by inserting additional elements, mood or characters

Years 3 to 4 content descriptions	Content elaborations
<p>[Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing]</p>	<ul style="list-style-type: none"> • signing stories or participating in play-based activities that require the use of constructed action to represent other people's actions, thoughts, feelings or attitudes • adapting key elements of a popular picture book to create a short signed performance suitable for younger children being introduced to Auslan • experimenting with the genre of storytelling, adapting the use of signing space and signing techniques and changing perspectives according to character • performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as shifting eye gaze and head orientation • creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon • choreographing and performing music-less dance, focusing on matching timing, beat and rhythm • creating original handshape poetry to present at a school assembly or community festival • playing with light and shadow, handshapes and movement, for example in shadow puppet performances
<p>Translating</p> <p>Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence</p> <p>[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating]</p>	<ul style="list-style-type: none"> • comparing key signs in Auslan used in versions of children's stories, for example, 'Jack and the Beanstalk' on <i>Toddies Tales</i>, to English words used in written texts, and noticing how signs can convey rich multilayered meaning which might not have a direct match in English captioning • playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in both languages associated with concepts such as weather or animals • discussing the types of words/signs that seem to have direct matches/equivalents and those that equate to chunks of English in a single sign, for example GO-TO meaning <i>to travel to/to attend/to go to</i> in English • identifying a list of gestures used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for <i>time</i>, shrugging shoulders for <i>don't know</i> • creating a class signed translation of repeated lines in familiar children's stories, such as <i>I'll huff and I'll puff and I'll blow your house down</i> and filming segments of such stories to screen to younger children in story reading sessions • identifying issues associated with translation, such as multiple meanings for words like <i>run</i>, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning of the concept in context

Years 3 to 4 content descriptions	Content elaborations
<p>Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays.</p> <p>[Key concepts: bilingualism, meaning; Key processes: creating]</p>	<ul style="list-style-type: none"> • creating captions in English for recorded signed texts, for example, for the school song, or a ‘welcome to the school’ video • creating bilingual texts for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different languages for different audiences • creating cards for use by younger children that contain pictures, labels and signs, for example, cards relating to different forms of transport • making their own bilingual picture dictionaries with English labels, images and simple descriptions of signs, identifying and categorising signs according to handshape
<p>Expressing identity</p> <p>Investigate how individual relationships combine to create social networks, influence social behaviours and contribute to feelings of belonging and personal and group identity</p> <p>[Key concepts: identity, relationship, Deafhood, story, behaviour, ways of interacting; Key processes: investigating, explaining, categorising]</p>	<ul style="list-style-type: none"> • investigating the concept and significance of genetics, for example by creating individual family trees and identifying deaf and hearing family members • building a basic understanding of the concept of Deafhood and of how individual journeys of identity development contribute to social relationships and community, for example, by creating an individual identity map or hand map • discussing with Elders appropriate ways of interacting and visual ways of being and behaving according to Deaf cultural values • designing visual representations such as concept maps, posters or captioned slide presentations to explain individual and group connections in the Deaf community, for example, friendship, family or sporting groups, or state and national Deaf community associations, and discussing how such memberships contribute to a sense of identity • identifying elements of visual awareness in deaf people, such as good observation skills of people’s body language, and alertness to hazards in the environment while walking/driving and signing • exploring the concept of ‘family’ as it relates to the Deaf community, considering how it extends beyond the traditional concept of family to include broader social networks • creating family histories/life stories that identify values and practices that keep families and communities strong, such as working together and helping each other • using a vlog journal entry to discuss how having peers who share the same language develops social bonds and personal confidence • responding to deaf people who visit and present about their educational experience, families, social networks and sense of community/identity, for example by discussing similarities and differences to their own lives

Years 3 to 4 content descriptions	Content elaborations
<p>Identify significant places and spaces for deaf people by sharing experiences and discussing features of particular significant places and associated roles of individuals within them</p> <p>[Key concepts: place, space, identity, significance, roles; Key processes: identifying, naming, sharing, describing]</p>	<ul style="list-style-type: none"> • sharing views on why certain places have special significance to certain social groups and represent particular bonds between people, place and experience • describing how space is used to maximise visual attention in contexts such as the family home at gatherings, for example around the dining table • identifying individual places that are important to the Deaf community and describing how they evoke a sense of belonging and pride, for example, Deaf schools or sites of historic value such as original Deaf Society or Mission buildings or other former meeting places • describing characteristic features of Deaf spaces beyond the classroom using drawings, photos or presentations to explain and describe, for example, modifications of seating or space to suit visually oriented people • identifying and profiling Deaf community leaders or significant experiences associated with particular places, such as FJ Rose and early Victorian school sites, or Eugene Salas and the original South Australian Deaf Society/Mission buildings
<p>Explore the concepts of behaviour, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan</p> <p>[Key concepts: identity, rights, responsibilities, maintenance, community, ownership; Key processes: identifying, explaining, discussing]</p>	<ul style="list-style-type: none"> • identifying how ownership of Auslan rests with the Deaf community and is determined by traditional social groupings/families, place, history and stories • explaining how native signers play a key role in language maintenance by passing on information and cultural values, and in modelling appropriate language usage in the context of typical family composition • discussing how individuals are linked to the collective Deaf experience through playing a role in/responding to the expression of Deaf experience and stories/creativity

Years 3 to 4 content descriptions	Content elaborations
<p>Reflecting</p> <p>Describe some ways in which Auslan and associated communicative and cultural behaviours are similar or different to wider community spoken languages and forms of cultural expression</p> <p>[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]</p>	<ul style="list-style-type: none"> • reflecting on similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, when greeting/leave-taking; introducing people; and using body language, facial expression and eye contact • considering the impact of the increased use of Auslan among their hearing peers when members of their school community are learning Auslan • comparing their own and each other’s reflections on the experience of learning and communicating in English as a second language • reflecting on similarities and differences in language and communication that relate to culture, such as the extent of incidental learning acquired by hearing children through interaction with their external environment, for example by overhearing conversations or news on the radio • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this may differ for hearing students in a spoken language environment • reflecting on language differences in forms of address in signed and spoken language, for example, using a person’s name when addressing them directly in Australian English but not in Auslan

Understanding

Years 3 to 4 content descriptions	Content elaborations
<p>Systems of language</p> <p>Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs, and recognise how signs can be iconic and can be recorded on paper</p> <p>[Key concepts: orientation, hand dominance, iconicity, non-manual features, transcription, relationship; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding]</p>	<ul style="list-style-type: none"> noticing the orientation of handshapes in a sign identifying and demonstrating signs with a change in handshape or orientation, such as FIND or CAN-NOT noticing the location of contact between hands in double or two-handed signs and identifying signs associated with these locations, such as TOILET, MONEY or GOAL understanding that NMFs are also considered a formational element of signs and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a <i>wh</i>-question distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs demonstrating signs that are body anchored, such as HAT or WHY, and signs that are non-body anchored, such as HAVE or GO-TO comparing visually iconic signs that provide visual images of the referents, such as HOUSE, TREE, DRINK, with English words that map to sound images of the referents, such as animal noises, or words for sounds, such as <i>bang</i> describing the formational relationship between ordinal and cardinal numbers in Auslan decoding written signs in one of the sign writing systems and linking them to English word equivalents learning to read simple glosses produced by the teacher, understanding that the English word used is not an exact match for the meaning of the sign
<p>Observe that signers can include different information within a single sign, including a gestural overlay, and identify examples of signers using space grammatically through points, depicting signs and constructed action</p> <p>[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing]</p>	<ul style="list-style-type: none"> recognising that Auslan has fully lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly lexical signs that cannot be listed in a dictionary in all forms as gesture changes the form each time they are signed noticing that fully and partly lexical signs can include grammatical information not included in a 'citation' form, for example, the sign GIVE-me is not listed separately to GIVE (towards neutral space) and GO-TO, includes GO-TO-often identifying with support instances of signers associating absent referents with locations in signing space recognising that non-body anchored nouns and verbs can be located recognising that mention of a new referent requires an explicit setting up of the location being associated with that referent

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • discussing the functions of different pointing signs, such as pronouns, determiners, locatives, and realising that in fluent signing the point handshape is not always used to point • understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape, and noticing the relationship between the location of referents and the direction of some indicating verbs • becoming familiar with the terms <i>entity</i>, <i>handling</i> or <i>SASS DSs</i> • identifying with support instances of DSs and working out types • comparing English adjectives with SASS DSs • knowing that signers enacting can reconstruct words or actions and that this is called CA
<p>Understand that the meaning of clauses can be enriched through the use of noun groups/phrases or verb group/phrases, and that connections can be made between ideas by using conjunctions and connectives between clauses</p> <p>[Key concepts: grammar, meaning, structure; Key processes: recognising, exploring]</p>	<p>Noun groups</p> <ul style="list-style-type: none"> • recognising that a noun group is a group of signs about a person, place or thing that can include adjectives or numbers, and recognising that expanding a noun into a noun group enriches meaning • noticing that adjectives can modify nouns, for example RED CAR, and understanding that changes in mouth patterns and movement of signs can intensify adjectives, for example, RED+intens, PLEASED +intens, TALL+intens <p>Verbs, adverbs and verb groups</p> <ul style="list-style-type: none"> • recognising that a verb group is a group of words built up around a verb that may include a verb and adverbs • noticing that adverbs can modify the meaning of verbs, as in the case of SLOWLY • recognising transitive and intransitive verbs • exploring different semantic types of verbs, for example by showing how <i>doing</i> and <i>saying</i> verbs in narrative texts give information about what characters do and say, how <i>sensing</i> verbs indicate what characters think and feel, how <i>relating</i> verbs construct definitions and descriptions • recognising that expanding a verb into a verb group enriches meaning • recognising that verb forms change to indicate how something occurs over time, for example, signing WATCH versus WATCH-for a long time, or with lexical signs such as WATCH AGAIN++Conjunctions/ how to coordinate phrases/clauses) <p>Conjunctions and clause coordination</p> <ul style="list-style-type: none"> • recognising how conjunctions such as PLUS, IF OR BUT are used to join clauses and create cohesion • understanding that a short pause can be used to separate items in a list <p>Clauses</p> <ul style="list-style-type: none"> • understanding that a clause is a unit of grammar which must contain a verb of some kind and usually contains participants (an actor or undergoer)

Years 3 to 4 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • noticing that we can make clauses more vivid by adding adjectives and adverbs, or by integrating CA or DSs to show with our body or hands • understanding that a clause is a unit of grammar and that clauses contain a group of signs that basically represent: what is happening, what state is being described, who or what is involved and the surrounding circumstances • recognising that at minimum a clause must contain a process of some kind and usually contains participants, and recognising who is the actor and undergoer of the process • recognising that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one • recognising clauses can be joined by conjunctions to make longer sentences • learning how time is represented through adverbial groups such as IN-2-WEEKS, NEXT-TWO-WEEK • understanding how DSs and adverbs can provide extra information about an activity
<p>Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion</p> <p><i>[Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing]</i></p>	<ul style="list-style-type: none"> • examining an Auslan text to find language features it shares with other texts of the same type • comparing a short text in Auslan with an equivalent English text and noticing similarities and differences in structure and language features • comparing Auslan texts with and without English captions and noticing differences between them • identifying how signers use space to track through a text, for example by pointing back to an established location to refer to a noun referent

Years 3 to 4 content descriptions	Content elaborations
<p>Language variation and change</p> <p>Recognise that there is variation in Auslan use, for example in different locations or physical environments</p>	<ul style="list-style-type: none"> exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the northern (Qld and NSW) and southern (Vic., SA and WA) dialects recognising that variation also occurs in spoken languages, identifying words and expressions that they use in English or other languages that might be different to words used by other people considering adaptations to language use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example choice of vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs noticing the variation in ‘handedness’ between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing, tactile fingerspelling
<p>Language awareness</p> <p>Develop awareness of the social and cultural nature and context of Auslan and other sign languages</p> <p>[Key concepts: communication, language, culture, accessibility; Key processes: identifying, describing, recognising]</p>	<ul style="list-style-type: none"> identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, such as face to face, or using technology, for example, NRS or VRS, social media, use of English, use of interpreters mapping sign language use around the world using data from Ethnologue, for example by identifying and labelling countries with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache discussing how to make the classroom/school a more Auslan-accessible and Deaf-friendly environment describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at events, sporting fixtures, in emergency announcements or political speeches recognising that Aboriginal and Torres Strait Islander peoples’ use of signed languages is culturally determined and shaped by their beliefs and values
<p>Explore the vitality of Auslan and other spoken and signed languages</p>	<ul style="list-style-type: none"> understanding that some languages used in Australia such as English have large numbers of users, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed

Years 3 to 4 content descriptions	Content elaborations
<p>[Key concepts: language vitality, language use; Key processes: understanding, exploring, recognising]</p>	<ul style="list-style-type: none"> • appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics • recognising that languages may be perceived as ‘weak’ or ‘strong’ based on community values and documentation around the language, such as the range of literature in the language • exploring the vitality of different languages by obtaining information from sources such as the UNESCO interactive online atlas or Ethnologue, using the data to compare numbers of speakers/signers of different languages
<p>Role of language and culture</p> <p>Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan</p> <p>[Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]</p>	<ul style="list-style-type: none"> • exploring culture as an essential part of human life, understanding that it is shared and passed on between generations and is closely connected to language and identity • understanding that culture is more than the visible aspects of people’s lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments, and how these understandings apply to themselves as users of Auslan • recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages • recognising that language reflects values and beliefs, for example in expressions of personal identity or in the recognition of others (<i>sameness</i> and <i>difference</i>), for example by identifying deaf family members as part of introductions, relaying cultural information about background and context and shared knowledge

Years 3 to 4 Achievement Standard

By the end of Year 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community. They show aspectual marking on verbs to indicate frequency when communicating about daily routines, and use modifications to show manner when describing actions and activities. They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding and using fingerspelling to replace unknown signs. They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, expressing preferences, asking for clarification and using persuasive language. They use appropriate cultural protocols, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers engaged in conversation without interrupting them. They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community. They recall specific points of information and recount main points in correct sequence. They plan, rehearse and deliver short presentations about topics such as cultural activities and significant events in the Deaf community, with the assistance of support materials such as photos, props, timelines or maps. They take into account the particular purpose and intended audience of a text. They view imaginative texts such as stories, poems and theatre, identifying how signers use space to track a character or location throughout a text. They create simple imaginative texts using constructed action to represent other people's actions, thoughts, feelings or attitudes. They create signed class translations, for example, repeated lines in familiar children's stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries. Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the single most unifying factor of the Deaf community is the use of Auslan. They describe some ways in which Auslan and associated communicative and cultural behaviours are similar or different to wider community spoken languages and forms of cultural expression.

Students identify and demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs such as whether a sign is body anchored or not and whether a sign is single, double or two-handed. They know the functions of different pointing signs, such as pronouns, determiners or locatives and can identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun and by modifying indicating verbs. They use metalanguage to talk about Auslan, for example using terms such as constructed action, depicting signs, indicating verbs, non-manual features, pointing signs or clauses. They recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and identity and involves both visible and invisible elements.

Years 5 to 6

The nature of the learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan language learning and use

At upper primary level, learners use Auslan for a widening range of purposes, such as paraphrasing or summarising key ideas; conversing with visitors in formal and informal contexts, contributing their own ideas, questions and opinions; discussing cause and effect; providing instructions for a group activity; planning and conducting an interview; and contributing to discussions by clarifying and critiquing ideas and developing supporting arguments.

At this level, there is focused attention on language structures and systems, and comparisons are made between Auslan and English. Learners' communicative capabilities are stronger and more elaborated. They draw on a wider range of grammatical and lexical resources to compose and comprehend more complex language. With support, they build increasing cohesion and complexity into their signing in both content and expression. They watch a range of varied input from different sources and build more elaborated conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities, accessing media resources, maintaining vlogs and other web pages, and participating in social networks.

Contexts of interaction

Learners interact in Auslan with each other and the teacher and with members of their families who can sign, and the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of signers and videoed signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, NZ or British Deaf communities, such as children's television programs, websites, music or video clips. They also make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan language use

Learners draw on grammatical and lexical resources to produce and understand more complex language. With support, they build increasing cohesion and complexity into their language production in both content and expression. Learners expand their understanding of Auslan grammatical forms and features, including mastering the range of grammatical NMFs and gaining full control of depicting signs. They increase their pragmatic skills, such as using eye gaze to gain, hold or finish a turn; making constructive

comments to keep a conversation flowing; and sharing information and providing context to new participants to a conversation.

They build metalanguage to talk about aspects of language such as grammar, for example, identifying types of verbs in Auslan and how they use space to indicate referents, as well as recognising the types of depiction available in Auslan. They begin learning how signers put these forms of depiction together into composite utterances. Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and practice in relation to various factors. They reference themselves in relation to similar variables, reflecting on the relationship between language, culture, identity and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still incorporated into task activity, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials. Additional systematic feedback and review support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Auslan is the primary language for classroom routines, discussions, reflections, interactions and language learning tasks, and for explanation of content drawn from other learning areas. English is used for metalinguistic analyses and comparisons, and within the translation thread. English may also be used for researching cultural issues where relevant sources or materials are not available in Auslan.

Communicating

Years 5 to 6 content descriptions	Content elaborations
<p>Socialising</p> <p>Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others</p> <p><i>[Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying]</i></p>	<ul style="list-style-type: none"> comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example, <i>Yes, I understand what you said, but ...; I fully agree ...; I rather disagree ...</i> <p style="text-align: center;">_hn br hn</p> <p>YES / PRO-2 SAY WHAT / PRO-1 UNDERSTAND / BUT...</p> <p style="text-align: center;">_stress stress</p> <p>PRO-1 AGREE or PRO-1 DISAGREE</p> supporting interaction when socialising with their peers, for example by indicating agreement or disagreement through nodding or head shaking <p style="text-align: center;">hn</p> <p>SAME PRO-1</p> <p style="text-align: center;">br</p> <p>PRO-1 TOO / NOT</p> using NMFs and eye gaze to gain, hold or finish a turn when communicating in pairs or groups discussing school experiences or events, for example, <i>I enjoyed the school play but it went too late, What did you think about the swimming carnival?</i> <p style="text-align: center;">br pah</p> <p>PT+rt SCHOOL PLAY / PRO-1 ENJOY / #BUT TOO-LATE</p> <p>br+htb bf+htf</p> <p>SWIM / CELEBRATE / PRO-2(sh) THINK WHAT</p> using interactional strategies such as paraphrasing, questioning and interpreting non-verbal cues when communicating with their peers or teacher summarising key ideas and information provided by guest speakers, using active watching behaviours and contributing questions and responses participating in online exchanges such as vlogs with deaf Auslan users in other contexts to discuss topics of shared interest, such as peer pressure or family expectations identifying values that they hold as important, for example, care for the environment, the importance of parents learning to sign, the importance of subtitles on TV/movies

Years 5 to 6 content descriptions	Content elaborations
	<ul style="list-style-type: none"> contributing to discussions by clarifying and critiquing ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
<p>Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions</p> <p>[Key concepts: negotiation, perspective, design; Key processes: planning, suggesting, organising, presenting]</p>	<ul style="list-style-type: none"> working in teams to plan an event such as a performance for a younger audience or a presentation for school assembly negotiating roles, responsibilities and priorities in activities such as cooking or science experiments, making suggestions such as <i>Let's do this first and then that ...</i> and using conditional language such as <i>If you could do that, we can finish sooner</i> <p style="text-align: right;">_____br</p> <p>FIRST(wh) PRO-1+PL FS:DO PT+dn / FINISH /</p> <p>PT+f</p> <p style="text-align: center;">_____br+htb</p> <p>FS:IF PRO-2 FS:DO PT+f / PRO-1+PL CAN</p> <p style="text-align: center;">_____hn</p> <p>FINISH SOON / CAN organising activities such as excursions, for example, <i>Where are we meeting? What time should we get there? How are we getting there?</i> <p style="text-align: right;">_____br+htb _____bf+htf</p> <p>PRO-1+PL(2H) WILL CONFERENCE / WHERE</p> <p style="text-align: right;">_____bf+htb</p> <p>PRO-1+PL c+ARRIVE+f SHOULD / WHAT^TIME</p> <p style="text-align: center;">_____bf+htb</p> <p>PRO-1+PL c+ARRIVE+f / HOW using digital technologies to prepare a humorous, dynamic perspective on a controversial proposition such as 'Homework should be banned' to present to teachers or parents <p style="text-align: center;">_____br+htb (pah) _____hn</p> <p>HOME^WORK BAN / SHOULD playing games that involve working competitively within groups to categorise or classify information </p></p></p>

Years 5 to 6 content descriptions	Content elaborations
	<ul style="list-style-type: none"> making connections between ideas, actions and effects, using reflective language such as <i>Because this happened ... the consequence was ...</i>, <i>If we hadn't believed ... then perhaps ...</i> <p style="text-align: center;"><u>br+htb</u></p> <p style="text-align: center;">SEQUENCE-2H / WHY / PT+dn OCCUR</p> <p style="text-align: center;"><u>br+htb</u></p> <p style="text-align: center;">FS:IF PRO-1+PL PAST BELIEVE NOTHING / G(5-UP):WELL PERHAPS ...</p>
<p>Informing</p> <p>Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection</p> <p>[Key concepts: informative text, topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting]</p>	<ul style="list-style-type: none"> viewing different types of informative Auslan texts, such as instructional sports videos or science demonstrations, showing understanding by responding to comprehension questions in Auslan viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, summarising key points and topics covered collating and analysing information obtained from Auslan media reports on people or events, organising the information visually in a mind map surveying a range of hearing and deaf people on an issue of shared interest, analysing and presenting results in chart, graph or table form interviewing a deaf adult about their educational experiences and comparing these with their own summarising and contrasting information contained in two differently sourced Auslan texts on a selected topic
<p>Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience</p> <p>[Key concepts: report, audience, intention, technique; Key processes: instructing, informing, persuading, reporting]</p>	<ul style="list-style-type: none"> providing step-by-step instructions to peers, for example directions to a location or how to build a model creating signed announcements that use persuasive techniques to inform others about upcoming events, for example a Deaf theatre performance or National Week of Deaf People reporting in digital form on their experiences of shared events such as school camps or concerts to send as feedback to the organisers creating a video report of an event in Deaf history as a contribution to a shared e-book resource developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster providing instructions for a group activity such as a maths or computer game creating a digital clip or social media post that presents information on a selected issue in ways designed to persuade or dissuade the intended audience, for example an anti-smoking post or a clean-up-the-environment appeal

Years 5 to 6 content descriptions	Content elaborations
	<ul style="list-style-type: none"> explaining a new concept encountered in content areas such as geography or history, such as erosion or revolution preparing a short signed presentation for their peers drawing on information obtained from library resources or media texts on topics related to other curriculum areas such as visual arts or history
<p>Creating</p> <p>Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience</p> <p>[Key concepts: emotion, manner, visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating]</p>	<ul style="list-style-type: none"> comparing their reactions to imaginative texts that evoke positive or negative emotional responses, making connections with experiences in their own lives that have produced similar feelings participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience drawing comparisons and making connections between their own experiences and those of fictional characters in popular television series or films comparing the use of rhyme in written verse with the repetition of handshapes and movement paths in signed poetry performance identifying cultural conventions of Deaf theatre, such as maintaining eye contact and positioning of characters identifying key messages or values conveyed through folktales, myths or legends, for example by creating mind maps to show relationships between concepts such as courage, loyalty, love describing the shape and sequence of a shared story or skit, identifying elements such as setting the scene, climax and resolution considering how different modes of creative expression, such as theatre or visual arts, influence personal response to texts tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as <i>So You Think You Can Dance</i> viewing and responding to sign poetry from around the world, for example by comparing responses to differences and similarities in 'visual vernacular'
<p>Create live or filmed performances that engage specific audiences and present imagined experiences, people or places</p>	<ul style="list-style-type: none"> working collaboratively to create a filmed episode of a pilot for a new Deaf sitcom, incorporating elements such as conflict, suspense or humour creating and performing imaginary scenarios that reflect experiences in their own lives creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote

Years 5 to 6 content descriptions	Content elaborations
<p>[Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising]</p>	<ul style="list-style-type: none"> • signing different versions of a familiar short story, changing perspectives according to different characters • creating original stories or short plays for younger learners of Auslan, incorporating scene-setting, action/conflict and resolution, and including opportunities for audience participation • creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses • creating additional dimensions or changing the focus of a fictional experience by varying the use of manner, constructed action, space and aspect • participating in a class storytelling competition, conforming to conventions of character perspective and relationship with audience • creating amusing reinterpretations or spoofs of traditional fairytales, using exaggerated elements of sign and gesture • improvising spontaneous responses to a stimulus such as <i>Sixty seconds to make the audience laugh, cry ...</i>
<p>Translating</p> <p>Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages</p> <p>[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining]</p>	<ul style="list-style-type: none"> • finding and using phrases that have direct sign-for-word translations between Auslan and English, such as <i>Goodnight, Happy birthday</i> and <i>Happy New Year</i>, and some that do not, such as <i>None of your business</i> • creating an Auslan version of a frozen text such as the Australian National Anthem, considering why some words or expressions require freer translation than others • developing in consultation with deaf Aboriginal and Torres Strait Islander students and Elders an Acknowledgement of Country in Auslan that is appropriate to their school location for use in gatherings, events and school assemblies • translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as <i>train gone, sorry</i> and comparing these to English idioms • determining the meaning of technical English words used in other curriculum areas, for example, <i>natural disasters</i> or <i>global warming</i>, demonstrating how they would translate or explain them in Auslan • translating the school song into Auslan, identifying lexical challenges and finding suitable Auslan equivalents to match the English concept • viewing and discussing the effectiveness and accuracy of online Auslan translations and captioning, such as the <i>Catching Fire</i> series of safety videos or the emergency disaster preparedness videos • identifying and explaining signs that are not easy to translate into English because of culture-specific meaning and history, for example, signs such as <i>Deaf school</i>

Years 5 to 6 content descriptions	Content elaborations
<p>Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances</p> <p>[Key concepts: equivalence; Key processes: composing, creating]</p>	<ul style="list-style-type: none"> • composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements • using bilingual online dictionaries and electronic tools to compose bilingual texts, for example, captioned Auslan texts such as an online Auslan–English version of a school newsletter • constructing and co-maintaining a bilingual website with a Deaf school • creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs
<p>Expressing identity</p> <p>Analyse the influence of the Deaf community and its language and social systems on identity development</p> <p>[Key concepts: identity, relationship, Deafhood, community, social mores, ways of interacting; Key processes: identifying, investigating, explaining, analysing]</p>	<ul style="list-style-type: none"> • using the concept of Deafhood to map and describe their own journey of identity development, including significant elements such as identification with particular Deaf role models • working with Elders to map relationships and connections within their community, for example by identifying links between notable deaf families • exploring how name signs are created, using contemporary examples such as signs for their peers, teachers and Deaf Elders • analysing the historical origins of name signs which have relevance to their social worlds or experience, for example in school or family contexts • describing connections they have personally with the local Deaf community, considering how these contribute to their sense of identity • describing the nature and importance of peer-to-peer transmission of information among deaf people • considering the role of personal storytelling in teaching and supporting deaf children to navigate a hearing world • considering the role identity plays in contributing to individual, peer group and community health and wellbeing • exploring different technologies used by deaf people to support social networks and strengthen the sense of shared identity • identifying markers of social and cultural identity that may be important across cultures, for example, elements of language or behaviours associated with family, community, location, age or gender • engaging with deaf visitors from different groups and backgrounds by creating a vlog about the visits and their responses to different identity stories • identifying strategies used by deaf adults to negotiate the hearing world, such as travelling with paper and pen or smart phone to type notes

Years 5 to 6 content descriptions	Content elaborations
<p>Explore links between place and space, history, social groups and community</p> <p>[Key concepts: place, space, identity, history, community; Key processes: discussing, drawing, naming, describing, interviewing]</p>	<ul style="list-style-type: none"> • learning from Elders about roles and responsibilities with respect to caring for their culture's places and spaces, for example, preserving and passing on artefacts, images and stories, creating new uses for Deaf places or participating in Deaf festivals, fair days and National Week of Deaf People activities • interviewing local Deaf Elders about their experiences in specific places and their perspectives on the importance and significance of Deaf space • discussing differences or overlaps between places of cultural significance and places where people feel comfortable • designing a plan for a deaf classroom, noting interpreter location depending on class and activity, for example, in a science class during an experiment with a Bunsen burner, versus a mathematics class, explaining the rationale behind different design decisions from a student perspective
<p>Analyse the nature of culture and of cultural responsibility in relation to the transmission of information and shared experience</p> <p>[Key concepts: identity, rights, responsibilities, culture, Deaf gain; horizontal language transmission; Key processes: identifying, describing, explaining, discussing, analysing]</p>	<ul style="list-style-type: none"> • identifying and describing how Deaf art forms represent people, experiences and Deaf spaces and contribute to the building of a sense of identity and cultural awareness • analysing the unique nature of horizontal language transmission in Deaf communities, and how this affects roles and responsibilities, in particular for native signers and intergenerational families • explaining the significance of stories linked to Deaf social history and the innate sense of responsibility that sits with members of the Deaf community to convey shared space experiences, for example stories about school days by past pupils such as how the sign for <i>library</i> was created • discussing the concept of 'Deaf gain' in relation to their personal experience, for example, in using a visual language and being able to communicate from a distance
<p>Reflecting</p> <p>Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community</p> <p>[Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting]</p>	<ul style="list-style-type: none"> • reflecting on and providing possible explanations for assumptions that hearing people might have about deaf people or about signed languages • examining some misconceptions about hearing people and culture held by members of the Deaf community, for example, hearing people hear and understand everything, or hearing people can hear from a distance • reflecting on how differences between signed language and spoken language users may be perceived, for example different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other • identifying and comparing how various emotions and different attitudes, such as respect, shyness, exuberance or embarrassment, are expressed across different languages and cultures

Understanding

Years 5 to 6 content descriptions	Content elaborations
<p>Systems of language</p> <p>Describe the elements of sign production, including non-manual features, and explore the processes of glossing or transcribing a signed text</p> <p>[Key concepts: articulation, transcription; Key processes: identifying, recognising, glossing, describing, understanding]</p>	<ul style="list-style-type: none"> describing a sign’s form in terms of handshape, hand arrangement, orientation, movement and location, including any points of contact identifying, demonstrating and describing the various types of non-manual means of articulation (NMFs), for example movements of the eyebrows, lips, cheeks or shoulders noticing that a sign will often be produced differently to the way it is specified in a dictionary in a stretch of connected signing understanding that many features of signed language occur simultaneously, compared to spoken language features which typically occur sequentially recognising that some signs typically but not always occur with a standard mouth gesture and that these are called multi-channel signs ‘reading’ a glossed text, including interpreting the markings that show spatial locations glossing a text with support, identifying what signs are used, any NMFs and how to transcribe DSs and periods of CA
<p>Identifying different types of verbs based on their ability to integrate space into the sign, and recognising types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action</p> <p>[Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: identifying, distinguishing]</p>	<ul style="list-style-type: none"> identifying where and how a signer has established a location in space to use in a text, for example through the use of points, non–body anchored signs or fingerspelled words distinguishing with support between directional and locational indicating verbs identifying examples of DSs in a text, and recognising that handshape and movement represent different things in each type of DS, for example: <i>entity</i>: handshape is an object or person, movement is the movement or location of that object or person; <i>handling</i>: handshape represents a person’s hands touching or moving another object, movement, how the hands move; <i>SASS</i>: handshape and movement shape or size knowing that the function of CA is to represent the words, thoughts or actions of others and recognising that it can be shown in many different ways, for example, through eye gaze change, body shift, head orientation change, matching facial expressions and reference to another character
<p>Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally, and that verb groups/phrases can be expanded to provide fuller descriptions of details of event</p>	<ul style="list-style-type: none"> recognising the nature and function of word classes and understanding that they may be used differently in Auslan and English, for example, adjectives can be predicates <p>Verb groups</p> <ul style="list-style-type: none"> understanding that aspect refers to how something happens over time and recognising some of the changes that can be expressed in Auslan, for example, habitual, inceptive or iterative

Years 5 to 6 content descriptions	Content elaborations
<p>[Key concepts: topicalisation, spatial relationship; Key processes: recognising, distinguishing]</p>	<ul style="list-style-type: none"> • recognising that some verbs and nouns use the same sign but change the movement in a regular way • knowing that adverbs can be separate signs or NMFs • distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT+fast (manner) <p>Conjunctions and clause coordination</p> <ul style="list-style-type: none"> • recognising that clauses can be joined through non-manual as well as manual signs, for example by pausing between clauses, and that they can be linked equally or unequally, where one clause depends on another <p>Prepositions</p> <ul style="list-style-type: none"> • knowing that some signs show relationship between other signs and that these are classified as prepositions <p>Clauses</p> <ul style="list-style-type: none"> • recognising that clauses can be linked equally or unequally, where one clause depends on another • noticing that word order within a clause is freer in Auslan than in English and that parts of a clause can be signed simultaneously, making it hard to establish word order • recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs • noticing with support, when signers are using composite utterances, that is, those that have elements of CA, points and lexical signs
<p>Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience</p> <p>[Key concepts: language features, cohesion, space; Key processes: identifying, noticing]</p>	<ul style="list-style-type: none"> • noticing that differing purposes in text creation result in differing types and amounts of signing, for example, the use of more CA in narratives • identifying, with support, features of different samples of a particular type of text, noticing the choices signers made in their production, for example the amount of CA or fingerspelling they used • noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and WELL • identifying instances of a signer referring to the same referent in a text in a different way, for example with a lexical noun then with a DS
<p>Language variation and change</p> <p>Explore the impact of English on Auslan</p>	<ul style="list-style-type: none"> • noticing different ways that English words are borrowed into Auslan, for example, the use of full fingerspelled words, such as FS:SATAY, FS:MENU, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: FS:SA, FS:NSW, FS:VIC, FS:TAS, and organisation names: FS:NABS, FS:WAAD, FS:NSWAD, FS:DCSSA

Years 5 to 6 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • creating lists of fingerspelled words which have become lexicalised, for example, #HOW, #BUT, #ABOUT, #FOR, #SON and looking at how this process has changed the form of words over time • recognising that Auslan includes loan signs from Signed English, such as TOY or DAD • recognising the use of Signed English in education and that some signs that were from the southern dialect became standard in the north because of their inclusion in Signed English • looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in educational settings
<p>Language awareness</p> <p>Explore the current status and profile of Auslan and the Deaf community in contemporary Australian society</p> <p>[Key concepts: diversity, distribution, representation; Key processes: understanding, discussing, investigating, representing]</p>	<ul style="list-style-type: none"> • discussing the diversity of Auslan users in the Australian community, including people who are deaf, hard of hearing and hearing people such as CODAs and interpreters • exploring variation in Auslan fluency among classmates and members of the Deaf community, based on where and when individual users learnt to sign and whether they are from a deaf or hearing family • finding representations of signing deaf people in the media or in literary texts, and evaluating how they and the language are represented • investigating the distribution of members of the Deaf community across Australia and suggesting possible explanations of current patterns or statistics, for example, the location and provision of support services for deaf people • understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users • mapping the profile of Auslan users in Australia, for example distribution across states or by age, using data from censuses and other sources to summarise information in graph/visual representation forms
<p>Describe Auslan transmission and usage and the recent impact of technology on signed language documentation</p> <p>[Key concepts: language transmission, maintenance, documentation; Key processes: describing, understanding, appreciating]</p>	<ul style="list-style-type: none"> • understanding the nature of transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child but often from child to child, or is learnt by children from adults outside of the family, and that some Deaf people learn Auslan as a language acquired later, in early adulthood • recognising that Auslan requires maintenance, development and documentation, considering historical causes and circumstances which have contributed to or impeded these processes • appreciating the use of technology such as ELAN for capturing and documenting Auslan • describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for the ‘oral’ tradition language transmission • using the UNESCO atlas to map the world’s minority languages and those that are in significant endangerment, as well as documenting the vitality of signed languages

Years 5 to 6 content descriptions	Content elaborations
<p><i>Role of language and culture</i></p> <p>Reflect on how communities' ways of using languages are shaped by values and beliefs and how these may be differently interpreted by users of other languages</p> <p><i>[Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]</i></p>	<ul style="list-style-type: none"> • explaining the role of Auslan language and culture in maintaining, reflecting and strengthening the Deaf community and its networks and significant places • investigating how Auslan users express relationship with their social and physical environment through language, for example, in the context of school and sporting groups, family networks, events at significant sites • understanding that knowledge about past and present Deaf people and cultural values is embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN reflect cultural values placed on fluent or awkward signing • identifying the importance of signing space and proxemics, particularly in relation to a person passing between two signers or the positioning of communication partners • identifying differences between the use of personal names in Auslan and other languages, such as Auslan signers not using a person's name sign when addressing them directly as in many spoken languages • recognising that different types of expressive and imaginative performance in Auslan carry cultural as well as linguistic information, for example, film or theatrical performances that exemplify typical Deaf experiences, such as that of a deaf child sitting around the dinner table with a hearing family group using speech to the exclusion of the child • reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions • understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience • recognising that beliefs and behaviours are woven into Auslan, for example, recounts of interactions between Deaf and hearing people reveal beliefs about English and 'hearing-ness', for example, an anecdote about a frustrating experience might be concluded with <i>hearing, their way</i>, or this sense of frustration may be embedded in the recount

Years 5 to 6 Achievement Standard

By the end of Year 6, students use Auslan to interact with people for different purposes, using descriptive and expressive language to share and compare experiences, ideas and opinions. They participate in class discussions, showing interest and respect for others, for example by using active watching behaviours, signing clearly; pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions.

Students use non-manual features such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups and provide context for a new participant joining a conversation. They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others. Students locate, summarise and compare information from a range of sources. They present information on selected issues to inform, alert or persuade people, for example, announcements to inform about an emergency, instructions for a computer game, a clean-up environment appeal, using connectives to create textual cohesion. They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. They view and respond to creative and imaginative texts, discussing ideas, characters and themes and identify how a signer has referred to the same referent in different ways, such as with a lexical noun then a depicting sign. They create and perform short imaginative texts based on a stimulus, concept or theme. They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. They describe their connections with the Deaf community and how these contribute to their sense of identity. They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other.

Students describe a sign's form in terms of all the elements and how they are put together, including the types of non-manual features signers use. They recognise when a signer has established a location in space in a text and describe how that location was established, for example through the use of points, non-body anchored signs or fingerspelled words. They distinguish between the three types of depicting signs and what they represent and how they are used in clauses. They identify and describe how constructed action can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. They understand different ways that English words are borrowed into Auslan and recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Years 7 to 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience. For bilingual learners at this age, such as deaf students who also use spoken English, the duality of living between languages and cultural frames impacts on the process of identity construction.

Learners at this level bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues related to youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.

Auslan language learning and use

Auslan is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Learners use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest, and expand their vocabulary to domains beyond their personal experience and interests. They use language to dramatise narratives, follow detailed directions, demonstrate and explain activities, evaluate events and ideas, debate and give presentations that take account of different perspectives.

They are increasingly aware of the nature of the relationship between languages and cultures, making connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and noticing how language choices influence how people, issues and circumstances are represented.

Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, poems, vlogs and reports, and plan, draft and present imaginative and informative texts, making cross-curricular connections. They use vocabulary and grammar with increasing accuracy and complexity, planning and polishing pre-prepared signed texts to improve structure and clarify meaning.

Contexts of interaction

While the primary context of interaction remains the Auslan language classroom through interaction with peers and the teaching team, additional enrichment and authentication of the learning experience is provided through visiting members of the Deaf community, media and community events, and social media. Students may also have opportunities to participate in school excursions or camps.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for authentic non-school purposes. Texts come from a range of domains and genres, such as oral histories, community announcements, vlogs and stories, and they serve a variety of purposes, such as informational, transactional, communicative, imaginative and expressive. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for

learning, as the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan language use

Learners continue to expand their range of vocabulary to additional domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using lexical conjunctions as well as NMFs. They become increasingly aware of the rich choices available to a signer in composite utterances, for example by shifting from depicting signs to constructed action to lexical items.

Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including iconicity and metaphor, to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar signed texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, how values such as family commitment and respect are expressed in cultural practices as well as embedded in Auslan grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. While learners at this level are less reliant on teacher support during interactions, the teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and developing autonomy. Learners at this age are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts. Students are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language capabilities.

The role of English

Auslan is used for all classroom interaction, and English is used in the translating sub-strand or when required for research purposes where a source text is not available in Auslan. Students may have varying skills in English. Using Auslan to express ideas and feelings, exchange opinions and manage shared activities increasingly involves 'cultural' as well as 'linguistic' choices; personal and social elements as well as grammatical ones, such as making decisions about whether to use more or less English-like signing. At this stage, learners can move from the 'what' considerations to the 'why' and 'how' questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

Years 7 to 8 content descriptions	Content elaborations
	<p style="text-align: center;"><u>bf+htf</u></p> <p>PRO-1+PL DO-NOT-1H ... WHY</p> <p>SURPRISE / PT+f BETTER</p> <ul style="list-style-type: none"> following sequenced directions that involve the use of practical information, for example, <i>There are two screws: here and here. Undo this one and then underneath will be a piece to remove ...</i> working in pairs to create instructional or procedural texts that demonstrate and explain activities planning and presenting a cultural item for a school Open Day, such as celebration through drama or visual story of an important member of the Deaf community designing an item such as a language flag, artefact or logo that incorporates elements of significance to the language community
<p>Use more extended interaction patterns to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom</p> <p>[Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating]</p>	<ul style="list-style-type: none"> following protocols for interacting with sign language interpreters in various contexts in and out of school participating in class and school debates, acknowledging others' opinions and supporting their own with examples and accounts of personal experiences understanding and adopting different roles in a debate, using more elaborated sentence structures and interactional strategies to support discussion and provide clarification, for example, <i>You're going off-topic; In summary; I've confused you, let's go back ...</i> <p style="text-align: center;"><u> th</u></p> <p>PRO-2 NOW DIGRESS SUMMARY PRO-1 CONFUSE PRO-2 / BETTER RETURN....</p> <ul style="list-style-type: none"> using evaluative language to acknowledge strengths in others' arguments or to challenge others' views in a courteous manner, for example, <i>I never thought of that, That's an interesting way of thinking about it, I'd like to say something different ...</i> <p style="text-align: center;"><u> hs</u></p> <p>PRO-1 NEVER THOUGH PT+f</p> <p style="text-align: center;">br+htb cheek puff</p> <p style="text-align: center;">CONSIDER #ABOUT PT+dn / POSS-3 INTERESTED</p>

Years 7 to 8 content descriptions	Content elaborations
	<p style="text-align: center;">_____ br _____ br</p> <p style="text-align: center;">SOME^THING / PRO-1 WANT SAY / DIFFERENT</p> <ul style="list-style-type: none"> • organising and participating in visits by respected members of the Deaf community to their school to share knowledge and to promote Auslan skills in the wider community • being a supportive group participant, for example by asking relevant questions, providing feedback, prompting and eliciting contributions from others
<p>Informing</p> <p>Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented</p> <p>[Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising]</p>	<ul style="list-style-type: none"> • summarising ideas and information included in guest speaker presentations • preparing a presentation and working with an interpreter to discuss how it should be conveyed • viewing Auslan texts that present different views on an issue of relevance to their age group, such as cochlear implants or social inclusion, considering how context and culture shape perspectives • researching information relating to deaf political movements at different times and in different contexts, drawing comparisons with current deaf organisations such as Deaf President Now • using primary or secondary signed sources to research significant events in Deaf history to present a critical overview of how information can be differently presented • surveying peers or members of their family/community on topics related to deafness and the use of Auslan, discussing how commentaries they collect reflect different viewpoints and cultural perspectives • collecting information from texts such as interviews, documentaries or speeches to use in new forms, for example, creating a profile of someone such as the advocate for Deaf community and culture, Drisana Levitzke-Gray
<p>Exchange/provide information, opinions and experiences in either formal or informal contexts</p> <p>[Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating]</p>	<ul style="list-style-type: none"> • working in groups to create an informational multimedia text that invites debate of a social or cultural question, such as the medical versus cultural view of deafness • viewing two or more related signed texts on a selected topic, summarising and comparing key points of information and rephrasing for a class presentation • creating texts such as vlogs or advertisements that present information intended to convince or persuade others of the importance of learning Auslan • giving presentations that include different perspectives on a selected issue, for example identifying and evaluating differences in views in relation to Deaf education • creating and presenting explanations about simple biological or mechanical processes, such as how the ear, hearing aids and cochlear implants work

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> presenting a critical review of media profiles of respected/high-profile members of the Australian Deaf community, focusing on the relationship between texts and contexts signing two versions of an informational text such as an announcement or weather forecast, one for an informal and one for a formal context
<p>Creating</p> <p>Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences</p> <p>[Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing]</p>	<ul style="list-style-type: none"> paraphrasing and evaluating segments of recorded interviews with deaf artists on social media talking about their experience and artistic practice (for example, Deaf Arts Network) exploring how cultural values in relation to identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson’s ‘Home’ viewing performances by deaf artists who communicate elements of the Deaf experience through different art forms, for example the deaf rapper Signmark or the singer Sean Forbes analysing performances of Deaf poetry, for example by discussing themes, expression and construction and comparing how sign choice and stylistic techniques combine to convey ideas and emotions watching performances of Deaf theatre groups such as the Australian Theatre of the Deaf, and identifying all the ways a signer refers to the same referent throughout recognising the contribution of NMFs to characterisation and emotional expression in signed stories, skits or sketches identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining, communicating values or traditions, finding examples of these in well-known stories, fables or legends evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn or Edan Chapman exploring and describing the use of colour and images by different deaf artists such as Juan Fernández Navarrete or Nancy Rourke identifying and profiling Deaf artists who make use of music, as in work associated with the Deaf Performing Arts Network engaging with signed versions of media texts, comparing visual elements to those for a hearing audience, for example, the teen drama <i>Switched at Birth</i> or teen dramas from BSL Zone exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> engaging with animations made by or about deaf people and critiquing the effectiveness of conveying all parameters of signing, for example, <i>The Long Knife</i>, or <i>Gallaudet: The Film</i> by Braam Jordaan
<p>Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners</p> <p>[Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating]</p>	<ul style="list-style-type: none"> composing and performing soliloquies that capture elements of the Deaf experience in a hearing world creating resources to support younger learners of Auslan, such as signed versions of games such as ‘Guess Who?’, riddles, treasure hunts or amusing tales creating imaginative texts that present abstract ideas, such as hope, inclusion, friendship, in creative or amusing ways creating an Auslan version of a popular song, using elements of all parameters to convey key messages and nuance emotional expression creating a piece of art, such as a drawing, painting or photo collage, that reflects their experience of living in and moving between the Deaf and hearing worlds engaging with the work of Deaf theatre groups such as the Australian Theatre of the Deaf, using elements of performances as models for their own experimentation with signed theatre creating a performance for a school or Deaf festival based on the lives of celebrated or historical members of the Deaf community presenting a short story based on their own experience of being a deaf student in a hearing school community, incorporating key elements of narrative structure, such as character introduction, problem/conflict, resolution re-creating a theatre set from a two-dimensional image using signed space
<p>Translating</p> <p>Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience</p> <p>[Key concepts: equivalence, representation, meaning, interpretation; Key processes: translating, interpreting, creating, paraphrasing, summarising, shadowing, comparing, explaining, role-playing]</p>	<ul style="list-style-type: none"> identifying Auslan phrases and expressions encountered in unfamiliar texts that do not translate literally into English, comparing their interpretation with those of their classmates considering possible consequences of lack of equivalence between Auslan and English words and phrases in terms of intercultural communication, providing examples from their own experience paraphrasing and summarising short Auslan texts containing unfamiliar content, providing simple translations in written English translating simple filmed texts in Auslan into transcribed written English captions conducting sight translations of English texts such as news articles translating short texts such as children’s fairytales from English into Auslan shadowing quality signed texts in Auslan as a pre-interpreting skill and as a means to enhance presenting skills and confidence as a subset of interpreting skills

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • comparing translations in BSL, ASL and International Sign of stories such as ‘Little Red Riding Hood’ to Auslan versions of the same stories, discussing differences in vocabulary and approaches to translation on a free to literal continuum • comparing their own translations of short set texts in Auslan or English with those of their classmates, noting variations and discussing possible reasons for these • observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander people, identifying any differences between languages and acting as interpreter with support • evaluating different interpretations of selected texts, using translation resources such as Mac software, digital dictionaries and online materials, considering questions such as <i>Does this represent the exact meaning? What other ways could this be interpreted or translated?</i> • explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters in the Deaf community, demonstrating through role-play correct protocols for working with interpreters • exploring metaphors used in Deaf art and discussing whether these translate well to the hearing world • role-playing different interpreting techniques, such as sight translation using an autocue or text and signing the translation to camera • creating translations of song lyrics or a poem from English to Auslan • developing a written English glossary of terminology relating to sign language translation and interpreting
<p>Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English</p> <p>[Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing]</p>	<ul style="list-style-type: none"> • creating bilingual texts that inform the school community about Deaf culture • capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English • captioning examples of deaf poetry, noticing areas of difficulty and considering possible reasons for this, and comparing individual translations with those of classmates to determine if similar challenges were faced by others • making a short bilingual documentary in Auslan and English about a topical issue, moving through the processes of drafting, translating and captioning the final product • creating bilingual public information texts, such as details about Deaf community events such as the National Week of Deaf People schedule and the importance of the event, and posting these on the school website • transcribing short, simple spoken texts such as instructions or procedures into Auslan and filming the translations, for example, recipes requested by food technology teachers for their classes

Years 7 to 8 content descriptions	Content elaborations
<p>Expressing identity</p> <p>Investigate visual ways of being in relationship and in community</p> <p>[Key concepts: identity, relationship, Deafhood, interrelatedness; Key processes: exploring, discussing, investigating, describing, analysing, reflecting]</p>	<ul style="list-style-type: none"> • exchanging views on how individual biographies, including family origins, traditions, beliefs, communicative practices, interests and experiences, shape their sense of identity and impact on their ways of communicating • describing how the concepts of Deafhood and visual ways of being apply to themselves and to others • discussing visual ways of communicating, transmitting and receiving information and how these influence group learning and information sharing among Deaf people • reflecting on the concepts of the ‘Deaf World’ and Deaf ecosystem, and identifying intersections of life experiences of deaf people in the wider society • investigating the way the Deaf ecosystem works and the reciprocal nature of relationships in some Deaf communities, for example in business or professional domains • exploring how Deaf cultures around the world shape visual ways of being and express shared group identity, for example through opportunities to gather formally as a community nationally and internationally, such as Deaf film festivals or performing arts or sporting events, for example, Deaf Way, Australian Deaf Games, Deaflympics • discussing how the Deaf community expresses elements of identity, for example through behaviours associated with Deaf clubs or academic spaces • discussing how a sense of identity and connection to Deaf community, culture and Auslan impact on social and emotional health and wellbeing • analysing reported experiences of deaf people from different groups and backgrounds who visit and present about their lives, work, educational experience, travel or involvement in sport, considering the relationship between experience, identity and a sense of personal ownership in relation to Auslan and Deaf culture
<p>Describe and discuss the nature and significance of relationship between people, culture and place/space</p> <p>[Key concepts: place, space, rights, responsibility, ownership; Key processes: discussing, reflecting, analysing, comparing]</p>	<ul style="list-style-type: none"> • discussing with Elders how patterns of ownership and management of Deaf spaces and places impact on the Deaf community • reflecting on the Deaf community’s role in maintaining Deaf places and keeping them relevant to new generations, for example by acknowledging Deaf pioneers in the naming of places and identifying historical links with places • analysing ways in which Deaf people design and adapt spaces in cultural ways (‘Deaf space’), for example, by eliminating visual obstacles to signed communication, using circles or semicircles for meeting and learning spaces, using open-plan areas, lighting and window placement to maximise visual access to information, for example by evaluating Gallaudet University’s deaf space design principles

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> comparing strategies used by deaf and hearing adults to negotiate the physical environment, for example, different behaviours that reflect different perceptual perspectives in contexts such as travelling in a lift
<p>Investigate the ways in which responsibility for connections between the Deaf community and wider 'hearing' society are demonstrated in individual and community behaviour</p> <p>[Key concepts: identity, hearing, Deaf gain, behaviour, story, Deaf events, guidance; Key processes: investigating, explaining, discussing, analysing]</p>	<ul style="list-style-type: none"> investigating and explaining the connections between rules, culture and community, and how these can be demonstrated through visual ways of being and language discussing behaviour associated with cultural practices and traditions, for example, reciprocity as a manifestation of community members sharing responsibility for each other's wellbeing exploring the concept of 'Deaf gain' and describing examples of how wider society may 'gain' from the Deaf community, for example the benefits of captioning for the broader community (elderly people, newly arrived migrants) discussing their sense of responsibility for each other, and the need to support younger deaf individuals in the community (sharing experience and wisdom) learning from Elders different roles and responsibilities associated with being 'people of the eye' that are determined by deaf people
<p>Reflecting</p> <p>Participate in and reflect on intercultural interactions and experiences, for example by considering their responses when engaging with hearing people</p> <p>[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]</p>	<ul style="list-style-type: none"> reflecting on the experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their own perceptions, understandings or attitudes reflecting on the labels <i>deaf</i> and <i>hearing</i>, considering what they mean to different people and their implications in terms of status, access, opportunity and privilege reflecting on the concepts of insider and outsider views of the Deaf community and on their own position as first language learners of Auslan explaining how their assumptions about users of other languages and ways of understanding the world are changing as a result of intercultural language and experiential learning reflecting on social attitudes and responses to differences in behaviours or communicative styles, for example on how they feel when hearing people do not make eye contact during an interaction reflecting on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they need to modify or consider other communication strategies and elements of their behaviour, such as the use of eye contact, facial expression or body language

Understanding

Years 7 to 8 content descriptions	Content elaborations
<p>Systems of language</p> <p>Investigate and explain why signs are structured as they are including with respect to iconicity, and compare transcription of signs and grammatical marking in glosses with transcribing in video annotation software</p> <p>[Key concepts: structure, iconicity, transcription; Key processes: identifying, recognising, glossing, annotating]</p>	<ul style="list-style-type: none"> • developing the ability to identify and discuss how the structure of individual signs contributes to the nuances of NMFs • recognising limitations on the perception of signed languages, such as more limited space for signed communication in comparison to space for mime • understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object • identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary • recognising that signed languages show more iconicity because they are visual not auditory and that most referents have visual features • glossing a text that includes fully lexical signs, partly lexical signs including depicting signs and NMFs • beginning to use annotations in a glossed text to show spatial modification of nouns and verbs • exploring, with support, software such as ELAN used to annotate signed texts with some grammatical marking, such as spatial modification and NMFs
<p>Distinguishing between real and abstract space, classifying verb types and identifying constructed action in a text</p> <p>[Key concepts: grammatical use of space, depicting signs; Key processes: recognising, distinguishing, classifying, observing]</p>	<ul style="list-style-type: none"> • recognising that signs are not fixed as fully lexical or partly lexical but they vary according to usage and context • noticing that meaning is created in Auslan from lexical signs, partly lexical signs and non-lexical signing and gesture • distinguishing between real space that exists around a signer and abstract space, where a signer establishes a referent in a location but the referent is absent • recognising that nouns can be pluralised by locating them repeatedly regardless of their original location • classifying the type of depicting sign being used by a signer • distinguishing between directional and locational indicating verbs • observing instances of CA in a text and discussing how it was marked
<p>Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships</p>	<ul style="list-style-type: none"> • realising that clauses allow signers to tell/show/do simultaneously • recognising that signers may include both linguistic and gestural elements in a clause and that various parts of a clause can be separated with subtle pauses and other NMFs

Years 7 to 8 content descriptions	Content elaborations
<p>[Key concepts: negation, rules, gesture, sign order; Key processes: recognising, observing, analysing]</p>	<ul style="list-style-type: none"> • understanding the difference between definite and indefinite reference and how Auslan makes this distinction • noticing how to use modal verbs and NMFs to express possibility, obligation and ability • understanding the different functions of a range of NMFs, for example, those used for questions, topicalisation, negation or conditionals • observing that verbs can be either auxiliary or main verbs • being able to describe various sign orders and recognising that these often co-occur with particular NMFs • analysing yes-no questions and wh-questions to identify the difference between how NMFs and lexical signs are used to make each type of question • recognising how stress and NMFs can create emphasis
<p>Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion</p> <p>[Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing]</p>	<ul style="list-style-type: none"> • analysing linguistic structures and features associated with particular types of texts, such as back-channels and hesitations used in casual conversations • applying knowledge of choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating different language choices each made, such as when to enact through DSs or when to do so with CA • analysing signers' use of pausing in a description or information report • identifying all of the ways a signer refers to the same referent throughout a text • identifying examples of ellipsis, such as dropping the participants in verbs
<p>Language variation and change</p> <p>Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change</p>	<ul style="list-style-type: none"> • researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL Signbank • exploring folk etymologies of signs and understanding that the origin of most signs is unknown, for example POLICE, wrongly believed to be <i>handcuffs</i> rather than <i>shoulder stripes</i> that have dropped location • exploring the etymology of signs that can be traced, for example, POLICE, MAYBE, TROUBLE, BLUE and identifying examples of signs where the meaning has changed over time, for example, FINISH • understanding that while the structure of individual signs can change over time in regular ways, due to lack of historic records of signing there is little information about this process in signed languages • explaining the influence of other signed languages on Auslan over different periods of time and in different domains of language use, for example, BSL, ISL and ASL, and discussing why this is the case

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> identifying ISL signs used in Auslan, such as HOME, SATURDAY, NO, COUSIN, AUNT, UNCLE, GARDEN, YESTERDAY, MORNING and discussing how and why Auslan has been influenced by ISL understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, or the vehicle handshape in depicting signs identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT interviewing older members of Deaf families or Deaf Communities and reporting back to the class about changes to Auslan observed across their lifetimes, and comparing with their own use of language, for example, more use of fingerspelled words, less use of NMFs and depicting signs, the use of different signs, such as FILM (old sign), TOILET (old sign) recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, FS:PC
<p>Language awareness</p> <p>Understand historical and contemporary factors that impact on awareness, support and use of Auslan</p> <p>[Key concepts: influence, transmission, language development; Key processes: researching, investigating, exploring, describing, analysing, reflecting]</p>	<ul style="list-style-type: none"> investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by missionaries, churches and Bible translation projects exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages, and how and when users typically switch between languages and dialects investigating the use of digital technology and different forms of communication by Auslan users, for example, social media, SMS/texting, and NRS and VRS, discussing their impact on the Deaf community reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of neologisms investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan language development
<p>Consider the vitality of Auslan in Australia and compare it with that of other signed languages around the world</p>	<ul style="list-style-type: none"> appreciating how the processes of language preservation and language-building apply to Auslan, and how such processes may expand existing linguistic and cultural resources in the Australian community

Years 7 to 8 content descriptions	Content elaborations
<p>[Key concepts: evolution, development, endangerment, attitudes; Key processes: understanding, investigating, analysing, researching]</p>	<ul style="list-style-type: none"> • considering ways that Auslan is evolving due to influences such as the capacity for new technology to store, record and share sign languages internationally • exploring the role of globalisation in terms of what technology has offered to signed languages in relation to preserving their vitality • comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO factors by reviewing the iSLanDS survey findings • understanding the fact that Auslan and other signed languages face particular challenges due to intergenerational disjunction in language transmission • investigating how new or specialised language associated with various domains, such as technology, engineering, cooking or dressmaking, are used in the community but not documented, and the implications of these changes on the perceived language vitality • identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees • analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group • researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and their protection of sign language diversity • identifying threats and issues facing Auslan in terms of societal attitudes, resources, access, education systems and social networks
<p>Role of language and culture</p> <p>Reflect on how ways of language use are influenced by communities' world views and identities and on ways in which language and culture influence each other</p> <p>[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]</p>	<ul style="list-style-type: none"> • exploring the nature of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness • exploring ways in which language choices, such as sign choices, reflect attitudes towards certain topics, for example, oralism or cochlear implants • analysing concepts related to cultural practices that are expressed through language, for example, elements of naming systems such as the use of pointing, NMFs and name signs, for example, the number name signs of older deaf people who attended the Victorian School for Deaf Children • analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, respect for Elders, reciprocity, responsibility, for example, how signing TAP-MANY, TAP+rept-2H reflects the shared understanding of responsibility to share information and pass on knowledge • understanding how values such as respect for Deaf Elders, significant allies and other key people are reflected in Auslan use, for example, greater use of the 'flat hand' rather than the 'point hand' and use

Years 7 to 8 content descriptions	Content elaborations
	<p>of full titles in acknowledgements and forms of address, for example, when introducing an esteemed Elder</p> <ul style="list-style-type: none"> • understanding that culturally significant attitudes and beliefs conveyed through Auslan are related to history and to significant individuals, places and events, for example, attitudes to spoken language can be related to the history of suppression of signed languages, for example the use of signs that reference the tension between oral and signing deaf people, or hearing and deaf people at times, for example, the sign for communication breakdown inferring lack of awareness and understanding of cultural values, beliefs and the language on the part of the other party • comparing elements of communication and culture, such as back-channelling, the role of silence or eye contact, in different contexts and exchanges, for example, head nodding to indicate understanding rather than agreement and the implications for this in context, such as in courts of law • observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan • understanding that different examples of developing sign language literatures which recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities not only map history but also embody values and mores of Deaf cultures, for example, the Gallaudet and Clerc reciprocal relationship; or the US Civil War deaf soldiers' story as told by Ben Bahan (and other similar stories) regarding recognition of shared identity and experience, and validating the language and culture • exploring the ways in which the production and affect related to the sign for COCHLEAR-IMPLANT have evolved due to shifting values and perceptions of the Deaf community in relation to the implant, for example, the transition from a negative affect to more neutral production of the sign

Years 7 to 8 Achievement Standard

By the end of Year 8, students initiate and sustain interactions to share ideas and interests, and offer opinions using compound and complex sentences, for example by using lexical conjunctions as well as NMFs. They participate in discussions and debates, acknowledging others' opinions and developing and supporting arguments. They collaborate in activities that involve planning, project design and problem-solving. They use evaluative language to reflect on learning activities and to provide feedback to others. They follow protocols for interacting with sign language interpreters in various contexts. Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms. They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history. They use specialised language to create texts such as vlogs, advertisements or research-based factual reports to convince or persuade others. They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, non-manual features and stylistic techniques combine to convey ideas and emotions. They identify all the ways a signer refers to the same referent throughout a performance to create cohesion. They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, and include metaphorical iconicity to create particular effects and engage interest. Students translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation. They create bilingual texts to use in the wider school community. Students describe how the concept and experience of Deafhood and visual ways of being apply to themselves and others. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on ways in which they use or modify other communication strategies and elements of their behaviour, such as gesture, facial expression and body language.

Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between real and abstract space, classify verb types according to how they use space, and identify constructed action in a text. They explain the form and function of a range of clause types including what non-manual features are used, for example questions, topicalisation, negation or conditionals. They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They describe how digital communication such as social media, SMS/texting and NRS have impacted on accessibility for the Deaf community and contribute to the vitality of Auslan. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Years 9 to 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners, especially for deaf students who also use spoken English, for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these.

Auslan language learning and use

This is a period of language exploration. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and the development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fictional and non-fictional texts, performances and research projects allows for the exploration of themes of personal and contemporary relevance, such as global and environmental issues, identity and relationship issues, questions of diversity and inclusivity.

Learners use Auslan to debate, clarify and interrogate ideas and concepts; to appraise and summarise opinions and to engage in elaborated discussions, developing and supporting arguments and sharing and evaluating opinions. They communicate in a wide range of contexts, such as a whole-school forum, present sustained signed explanations of abstract topics, and participate in imaginative and creative experiences.

Contexts of interaction

Learners interact with peers, teachers and other Auslan signers in immediate and local contexts, and with wider Deaf communities as well as cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals, or intercultural forums.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Auslan, as well as authentic texts produced in broader contexts. They are encouraged to source additional materials to support their learning and to pursue personal interests and explore various aspects of Auslan or Deafhood.

Features of Auslan language use

Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and sign formation. They have a greater degree of self-correction and repair. This greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners design, interpret and analyse a wider range of texts and experiences. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance.

Learners experiment with ways to refine a text, for example to strengthen it for entertainment, information or persuasion purposes. They use depicting signs to innovate

where there are lexical gaps, and make richer use of the 'visual vernacular', producing complex narratives that combine and switch between methods of depiction (CA, DSs and lexical signs) and frames of spatial reference. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

While learners at this level are increasingly less reliant on the teacher for support during communicative interactions, continued provision of rich language input and modelled language is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences; and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example by keeping records of feedback, through peer support and self-review or by creating and maintaining a video journal or folio which they use to reflect on their language learning and intercultural experiences. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies and additional learning resources, such as Signbank, to assist their learning. They use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for research when a source text in Auslan cannot be found. Learners are supported to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.

Communicating

Years 9 to 10 content descriptions	Content elaborations
<p>Socialising</p> <p>Use formal and informal registers in interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues</p> <p>[Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing]</p>	<ul style="list-style-type: none"> competing in inter-class or inter-school debates, using appropriate conventions and protocols to support or oppose a proposition, for example, <i>On the other hand, Another perspective is ... I would like to second the proposition that ...</i> <p>ANOTHER CL:B-ON-THE-OTHER-HAND ANOTHER PERSPECTIVE... PRO-1 LIKE SUPPORT PT+dn PROPOSAL</p> <ul style="list-style-type: none"> making more elaborated contributions to exchanges with peers and the teaching team when discussing their personal, educational and professional futures participating in formal or informal discussions of social and cultural issues, for example, the role of interpreters or the impact of social media communicating informally using digital technologies to chat with a student from another school, for example about the influence of 'text talk' and social media on Auslan, such as the use of signs for LOL, whatever participating in a whole-school forum on current school or community issues communicating via video calls or social media platforms with Auslan users in different contexts to build relationships and exchange views on topics of mutual interest using strategies to initiate and sustain discussion, for example by providing the context of a conversation to new participants, <i>She was saying that ...</i> <p><u>pah</u> PRO-3 PAST SAY+rept...</p>
<p>Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience</p> <p>[Key concepts: diversity, perspective, inclusion, advocacy; Key processes: managing, promoting, advocating, collaborating]</p>	<ul style="list-style-type: none"> managing shared learning experiences that require consideration of different views, opinions and cultural perspectives designing and enacting hypothetical scenarios that address issues related to Deaf experience, for example in the domains of sport or education planning, arranging and promoting cultural events such as Deaf festivals or the National Week of Deaf People, considering issues such as diversity and inclusion collaborating with a partner to take action on an issue affecting the Deaf community, such as advocating for provision of captioning or funding for Deaf organisations

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> organising campaigns that reflect or mediate views on issues of relevance to their peer group/community advocating for a change in particular school processes or practices, such as including subtitles for assemblies, for example by meeting with the student council, principal or parent group
<p>Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan</p> <p>[Key concepts: language learning, argument, ideas, reflection; Key processes: clarifying, interrogating, reflecting, comparing]</p>	<ul style="list-style-type: none"> participating in discussion and debate, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions making connections between their own and each other's ideas or beliefs and real-life experiences and consequences, using reflections such as <i>Maybe because I was expecting this, that happened; Do you think if you had thought ... that might have ...?</i> <p style="text-align: center;"><u>br+htb</u></p> <p>PT+f OCCUR PT+dn WHY / PRO-1 FS:EXPECT</p> <p style="text-align: center;">br+htb br+htf</p> <p>FS:IF PRO-2 FINISH.5 CONSIDER .../ PT+dn MIGHT HAVE / PRO-2(sh) THINK</p> <ul style="list-style-type: none"> comparing opinions about culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community using skills such as paraphrasing, questioning, interpreting non-verbal cues and appropriate vocabulary selection to support elaborated discussion discussing and experimenting with ways to strengthen and refine signed texts in order to entertain, inform, persuade or inspire different audiences exchanging reflections on the experience of using Auslan in different contexts and situations, comparing challenges or satisfactions and reflecting on how the same event can be differently experienced or interpreted providing the context of a conversation to a new participant, for example, <i>She was saying that ...</i> <p style="text-align: center;"><u>pah</u></p> <p>PRO-3 PAST SAY+rept...</p>
<p>Informing</p> <p>Research and evaluate information from different sources and perspectives, summarising opinions and</p>	<ul style="list-style-type: none"> evaluating information collected from different sources to debate issues of interest and significance to the Deaf community, such as eugenics, deaf technology or interpreter ethics using critical literacy skills to recognise textual bias and to distinguish between fact and opinion in differently sourced texts relating to the Deaf community and/or deafness

Years 9 to 10 content descriptions	Content elaborations
<p>critically appraising relationships between texts and contexts</p> <p>[Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising]</p>	<ul style="list-style-type: none"> researching a significant event that affects/has affected the Deaf community, summarising findings in the form of contributions to a panel discussion or debate evaluating information presented by their peers or teachers, providing constructive feedback supported by evidence considering the potential for or evidence of loss of meaning from Auslan texts that are interpreted through written or spoken English appraising and summarising opinions expressed in formally and informally signed texts
<p>Prepare and present researched information on a range of issues, considering the context in which the information will be received</p> <p>[Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating]</p>	<ul style="list-style-type: none"> presenting a sustained signed explanation on a given topic, using information selected from a range of sources to suit the intended audience using evidence selected from independent research sources and evaluative or persuasive language to respond to arguments about issues such as eugenics, deaf technology or interpreter ethics presenting information on current affairs or news items, identifying bias and the effect of context on the shaping of texts arguing a predetermined, evidence-based position in a panel discussion/debate on controversial questions, for example, the inclusion of deaf members of a jury designing the presentation of an Auslan text for a vlog that requires voice interpreting with notes to indicate emphasis and to clarify meaning providing explanations of abstract or technical concepts, such as poverty or radiation from uranium, shaping the style of the presentation, such as significant use of depicting signs, to suit the intended audience presenting an interpretation of graphs and statistics that provide information relating to the Deaf community, discussing findings and making predictions about future changes or patterns
<p>Creating</p> <p>Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences</p> <p>[Key concepts: meaning, mood, imagery rhyme, metaphor; Key processes: analysing, interpreting, discussing, responding, reflecting]</p>	<ul style="list-style-type: none"> analysing examples of signed performance poetry, identifying patterns and conventions such as repetition of handshapes and movement paths of signs to create rhyme and to convey meaning interpreting visual representations of Deaf experience, including the use of metaphors, perspectives, colours and textures in visual art forms such as sculpture, painting, photography, printmaking or ceramics responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf or Deafinitely comparing responses to imaginative texts that present particular values or points of view, for example, Deaf slam poetry

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • reflecting on the multilayered dimension of signed narrative, identifying how dynamic handshapes, facial expressions and body movements provide simultaneous narrative, commentary and emotional expression • comparing different recordings of signed storytelling, for example of young children making up stories or older people telling traditional tales, noticing differences in their language • comparing their interpretations of/responses to performances by deaf comedians, storytellers or poets • viewing and reviewing media texts that use aesthetic, artistic or realistic techniques to interpret and communicate dimensions of the Deaf experience, for example the documentary <i>Deaf Jam</i> (2011) • exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression • identifying relationships between elements such as imagery or signed sequences in texts such as ballads, free verse or narratives, for example by working with Auslan translations of Shakespearean texts • responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki • comparing the visual nature of signed narratives with oral traditions of Indigenous cultures • analysing responses of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows • discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants • creating highly complex narratives combining and switching between ways of reference (CA, DS, lexical signs) and frames of spatial reference
<p>Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences</p> <p>[Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing]</p>	<ul style="list-style-type: none"> • creating a dynamic multimodal performance suitable for different modes of entertainment, such as a vlog, television or live performance • adapting the mode and style of delivery of a narrative or poem to suit either a younger or older audience • creating a class anthology of Auslan poems that reflect the diversity of cultural experience represented in their school community • experimenting with different modes of expression and visual imagery to explore the poetics of visual language • creating poems or raps that represent emotional accounts of personal stories, successes or struggles to enter into a class slam poetry competition

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • plan, rehearse and perform short dramatisations that explore social/cultural issues relevant to their peer group or community, selecting language features, images and forms of expression to suit the intended audience • using metaphors to extend or redirect a favourite text that invites reflection on cultural or intercultural experiences • creating an animation with a deaf character or theme related to the Deaf community • creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds • creating a signed poem that reflects elements of their own emotional response to a particular personal experience
<p>Translating</p> <p>Translate Auslan and English texts composed for different audiences and contexts and consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another</p> <p>[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]</p>	<ul style="list-style-type: none"> • experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, <i>raining cats and dogs</i>) and discussing how to interpret such idioms accurately • comparing online Auslan and English public announcements and government policy/information texts in terms of different approaches to translation and preservation of content, for example, free versus literal • trialling different resources to assist in translation, including online dictionaries and footage, for example by comparing individual translations, back-translating, and reviewing useful references • considering the nature of translation, with reference to different strategies, such as decoding literal meaning (word for sign), reading for meaning (sense for sense) and cultural reading (between the lines) • recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, in relation to the use of space and depicting signs in Auslan in describing a scene compared to the linear spoken modality of English • critically evaluating the accuracy and effectiveness of English subtitles to an Auslan text, for example the range of community service Auslan messages produced by the Deaf Society of NSW • providing annotated examples of translations of poems or other types of text, identifying challenges involved in transferring meaning, expression, culture and mood from one language to another • comparing examples of BSL and Auslan literature and evaluating translations from both/each into English, for example of poems by Dorothy Miles or Walter Kadiki • translating suitable jokes, songs, poems, stories or plays from English into Auslan and vice versa

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> analysing existing translations of texts, such as short subtitled films or TV programs containing deaf characters using various sign languages, making comparisons with their own translations into Auslan or English and reflecting on identified variations identifying the range of reference materials and resources available to assist in language documentation and translation tasks, for example ELAN, and exploring how to use them researching aspects of available interpreting services in their area, for example, the role of interpreters, qualifications required, ethical considerations and issues associated with interpreting and translating in specialised contexts such as health, education, legal settings exploring the role of deaf people as Deaf interpreters and as language consultants on interpreted theatre events, considering the work this involves and the skills needed for it considering culturally appropriate and ethical behaviour when interpreting and translating, for example by explaining appropriate behaviour in interpreting contexts and considering potential consequences of inaccurate interpreting role-playing the part of a Deaf interpreter for unfamiliar deaf guests who are non-conventional Auslan users or users of another signed language in a simple context such as interaction in a library comparing signed texts in International Sign with translated Auslan versions created by students, using H3 broadcasts as a resource participating in formal situations where interpreters are working, discussing observed translation choices made analysing codes of ethics of interpreters, comparing existing codes in Australia, such as the ASLIA and AUSIT codes, and developing simple translations of the main principles of each code
<p>Creating bilingual texts</p> <p>Create resources such as glossaries and classifications in English to interpret cultural aspects of Auslan texts</p> <p>[Key concepts: expression, bilingualism; Key processes: recording, creating, captioning]</p>	<ul style="list-style-type: none"> collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, <i>hearing, residential school</i> collecting and recording Auslan phrases and expressions that apply multi-channel signs typically used by native Deaf signers, attaching English captions with appropriate translations, for example, <i>PAH ! Finally ; HUP, not allowed</i> creating a bilingual virtual tour of the school for use on the school website developing a signed and captioned film presentation about how to work with an interpreter
<p>Expressing identity</p>	<ul style="list-style-type: none"> analysing how deaf people are perceived to be more observant and more astute visually, for example, as drivers, in sports or in terms of visual memory, comparing anecdotal findings and documented research on this issue

Years 9 to 10 content descriptions	Content elaborations
<p>Evaluate and analyse ways in which deaf people relate within society as ‘people of the eye’ and as a distinct social group</p> <p>[Key concepts: identity, relationship, Deafhood, reciprocity, social capital; Key processes: interviewing, discussing, analysing, investigating, evaluating]</p>	<ul style="list-style-type: none"> • discussing the notion of ‘Deaf eyes’ and the capacity of deaf people to determine the deaf/hearing status of others in their environment based on eye behaviour • discussing how social groups such as Deaf communities form intergenerational patterns across generations and determine relationships and behaviours • evaluating the concept of Deafhood as it applies to and informs life choices made by young Deaf people, for example in relation to social group participation, communication preferences, ways of describing and introducing themselves to others • considering how relationships between changing technology such as VRS and members of the Deaf community may be managed to reflect identity, for example, rejection of hearing devices or, alternatively, highlighting them with colour or prominent placement • exploring how confidence in identity influences capacity for awareness and advocacy for Deaf people’s rights • identifying and describing intersections between national and international Deaf communities and organisations, and how these reflect similar intersections within small group and individual Deaf identities • discussing how identity may shift depending on what is most salient in any context or setting, and how as people mature they learn to manage ‘multiple identities’ in relation to different elements of experience, such as background ethnicity and culture, and Deaf identity culture • investigating how particular policies and practices affect the individual and collective sense of identity of Deaf people, for example in relation to experiences such as language loss, separation from Deaf places and spaces, oppression or discrimination • analysing the concept of reciprocity and discussing the capacity to negotiate within relationships and communities, depending on available networks and social capital • interviewing deaf people from different groups and backgrounds and reporting on/summarising what they learn from them and about the process of identity development
<p>Evaluate how individuals and groups demonstrate connections with culturally rich places, exercise their rights and fulfil their obligations with respect to such places and spaces</p> <p>[Key concepts: place, space, rights responsibility, social action; Key processes: documenting,</p>	<ul style="list-style-type: none"> • documenting and describing the significance of places of importance to the Deaf community, using stories by Elders and excursions to sites of significance to provide explanatory detail • comparing changing values and status of place and space in different international Deaf communities, for example, the loss of Deaf clubs or closure of deaf schools, and reflecting on the implications of these changes over time • developing a plan of social action in response to a known or hypothetical threat to a valued place in the Deaf community, including elements such as petitions or ministerial lobbying • analysing the efficacy of social advocacy in the Deaf community in relation to place and space

Years 9 to 10 content descriptions	Content elaborations
<p><i>comparing, discussing, reflecting, analysing evaluating]</i></p>	<ul style="list-style-type: none"> evaluating and comparing their personal sense of civic responsibility towards their Deaf community, for example as expressed through attendance at festivals or Deaf club events analysing the impact of activism and deaf empowerment movements such as the Deaf President Now campaign at Gallaudet University (as a Deaf place) in effecting change and strengthening Deaf communities' connection to 'place'
<p>Evaluate how Deaf people's identity development may be influenced by wider social attitudes, and how these have changed over time</p> <p><i>[Key concepts: identity, Deaf gain, attitude, behaviour, story, guidance; Key processes: analysing, evaluating, explaining, discussing, responding]</i></p>	<ul style="list-style-type: none"> analysing the wider political landscape of the Deaf community evaluating different philosophical and social views about deafness and the impact of these divergent paradigms and attitudes on a deaf person's developing identity discussing ways in which the philosophy of 'Deaf gain' can be applied to personal circumstances, such as classroom accommodations and sporting participation responding to Elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community
<p>Reflecting</p> <p>Reflect on the experience of learning and using Auslan formally in school, considering how intercultural communication involves shared responsibility for making meaning</p> <p><i>[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]</i></p>	<ul style="list-style-type: none"> reflecting and reporting on how learning Auslan formally in school provides general insights into the nature of language and culture and an explicit means of interpreting the world in which they live considering the relationship that exists between language, culture and issues of access, identity and also issues of discrimination, inclusion and exclusion keeping a journal of experiences (humorous, satisfying or challenging) associated with using Auslan in different wider community contexts, noting changes in their personal responses and reflections over time, and comparing insights gained based on their interactions with other languages and cultures considering the layers of complexity and depth that characterise the Deaf community, for example in relation to the insider/outsider concept or to implicit hierarchical structures, for example, deaf members of deaf families, and reflecting on their own position within such a framework sharing and comparing cultural and intercultural experiences and capabilities in different signed and spoken/written languages including Auslan, and exchanging views on benefits of using more than one language, such as a larger repertoire of communication skills and strategies, additional insights and perspectives, opportunities for new experiences reflecting on the experience of communicating in a visual world and on associated challenges and benefits they have experienced considering how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Years 9 to 10 content descriptions	Content elaborations
<p>Systems of language</p> <p>Understand and apply perceptual and articulatory reasons for the structure of signs, and critically evaluate video annotation software as a means of transcribing and analysing Auslan</p> <p>[Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating]</p>	<ul style="list-style-type: none"> • understanding that the elements of a sign can be meaningless, as in fully lexical signs such as the handshape or movement of the sign WHY, or meaningful in partly lexical signs, such as the movement and to some extent the handshape in the sign GIVE • categorising and demonstrating some very common handshapes and some that are very uncommon, exploring both perceptual and articulatory reasons why some are more common • beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the ‘time as space’ metaphor in both languages • applying knowledge of iconicity in signed languages, for example to investigate how temporal changes to verbs (aspect marking) can reflect how an event unfolded, for example, PRO-1 WAIT+rept-slow PRO-2, observing that English can do the same with changes to the length of phonemes, for example, <i>wait a loooooong time</i> • evaluating the effectiveness of annotation software such as ELAN as a tool to transcribe and analyse signed languages
<p>Analysing a signed text in terms of which spatial frame of reference is used, and identifying how a signer shows constructed action</p> <p>[Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing]</p>	<ul style="list-style-type: none"> • contrasting the two main ways that signers represent signing space from a character or an observer viewpoint, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table, while using the same handshape (use of dominant hand) putting another glass on the same table) versus observer (using 5claw in two locations to represent two houses) • recognising that some indicating verbs only change the location of the beginning or end of the path and others can change both • appreciating the possible production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE • extending understanding of the different movement types, distribution, manner of motion and SASS or route, for example, for distribution: MANY BOOK CL:B-MANY-BOOKS-LOCATED-IN-A SHELF; for manner • analysing a video of a signed narrative and identifying where and how signers are using CA, for example, eye gaze change
<p>Understand the difference between main and subordinate clauses and how the inclusion of</p>	<ul style="list-style-type: none"> • recognising the function of some signs as interjections or discourse markers • recognising that conditionals have a main and dependent clause and associated NMFs

Years 9 to 10 content descriptions	Content elaborations
<p>constructed action and depicting signs has an impact on clause structure</p> <p><i>[Key concepts: structures, language features, reference; Key processes: recognising]</i></p>	<ul style="list-style-type: none"> recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses recognising that the presence of CA or DSs affects how a clause is structured
<p>Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose</p> <p><i>[Key concepts: language features, audience, choice, purpose, convention, cohesion; Key processes: analysing, applying]</i></p>	<ul style="list-style-type: none"> analysing individual genres such as expository texts, identifying characteristic language elements and features, such as list buoys and the use of different conjunctions analysing a videoed class debate to identify how language is used to justify opinions and persuade others analysing a sign text in depth, taking into account audience, purpose and topic to explain language choices noticing how grammatical choices shade meaning, determine perspective and establish relationship, for example choosing to be more or less English-like expanding understanding of textual conventions, for example by identifying reasons signers may choose alternatives to actor-verb-undergoer in a real text, for example, to topicalise an important point noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space applying knowledge of ellipsis to achieve cohesion
<p>Language variation and change</p> <p>Investigate and analyse the nature of variation in the use of Auslan</p>	<ul style="list-style-type: none"> recognising that there is a greater degree of flexibility and variability in ‘oral’ languages such as Auslan that exist in face-to-face form, compared to spoken/written languages that are passed on from parents to children, for example, less standardisation, and fewer ‘frozen texts’, considering reasons for such differences researching different aspects of variation in Auslan, considering influences such as geographical location, social groupings and history, educational experience, age of learning, family background and contact with Signed English or other languages discussing different perspectives and positions associated with the notion of a standard form of Auslan, for example, benefits of mutual comprehensibility or practical problems involved in getting everyone in a given community of speakers with more than one language to sign the same discussing consequences of expanding sign language interpreter services, especially in the area of secondary and tertiary education and in delivery of governmental, legal and medical services, for example, attempts to standardise usage, the development of new signs to meet new needs, the borrowing of signs from other sign languages, such as American Sign Language (ASL), or from English by means of fingerspelling and mouthing

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> viewing video clips of different Auslan signers in varying contexts with different audiences, analysing variation in use of the language, for example, the use of NMFs, vocabulary choices, structure of sentences, and the amount of fingerspelling, mouthing, CA, depicting signs or multi-channel signs noticing ways people might adapt language according to levels of formality, such as the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling
<p>Language awareness</p> <p>Investigate and compare the nature and status of Auslan in relation to other signed languages around the world, and consider associated issues such as language and education policies, language rights and representation</p> <p>[Key concepts: policy, rights, representation; Key processes: researching, comparing, investigating, analysing]</p>	<ul style="list-style-type: none"> identifying historical events, government policies and educational initiatives that have impacted on Auslan and the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students researching the nature and use of International Sign, including its relationship to national signed languages and its comparative ease of learning and use by deaf people appreciating the impact of the use of Auslan in professional settings such as healthcare services, in terms of improved access for deaf people and of the evolution of the language and specialised terminology, for example, the development of Medical Signbank project analysing the representation of deaf people and sign language in the media and wider community, making comparisons with representations of other languages and cultures investigating how Auslan and Deaf culture is promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions considering the communication needs of Auslan users, for example by discussing how best to provide advice to event organisers regarding provision of inclusive spaces and interpreter support
<p>Investigate and explain factors impacting on the language health and future development, evolution and documentation of Auslan</p> <p>[Key concepts: language health, expansion, research, growth; Key processes: investigating, describing, discussing, evaluating, understanding]</p>	<ul style="list-style-type: none"> investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education; research programs; recording, archiving and documentation of the language; and establishment of websites and databases appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages describing the contemporary research environment relating to Auslan in Australia, identifying gaps in resource development for language learners researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, language documentation and development efforts

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science • discussing the concept of ‘language health’ and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture) • understanding that some languages are continuously evolving, others are endangered, and some are being revived, as in the case of Aboriginal languages and Torres Strait Islander languages
<p>Role of language and culture</p> <p>Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p> <p>[Key concepts: knowledge, value, relationship, transmission; Key processes: reflecting, exploring, analysing, comparing]</p>	<ul style="list-style-type: none"> • analysing language used in pathological and sociocultural models of deafness and the impact that each model and the philosophy that frames it may have in regard to services for deaf people • appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture from peers and other Auslan users in school or as adults, in addition to the culture of their families of origin • recognising the cultural significance of symbols and language features used in Auslan, for example the use of <i>light</i> and <i>darkness</i> in stories, poetry and performance, as in gaslight stories • considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table or fingerspelling instead of signing overtly, or modifying a sign choice such as <i>menstruation</i> to suit the context, and knowing when and how to use these strategies • understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has a right to learn and use Auslan as part of their birthright, along with their membership of the Deaf community, and that they become custodians and owners of the language • appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity • analysing the ways in which deaf people interpret and exploit the possibilities of sound, for example, in games and stories which incorporate signs for sound and reactions to sound, for example, a door slamming • recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE, and the shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf mute) and unsuccessful attempts to reframe this with an audiological focus

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • exploring the increased influence of other signed languages such as ASL on Auslan, and the ways in which this reflects changing intercultural experience and attitudes among Auslan signers • considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to 1990s) and cultural attitudes towards Signed English

Years 9 to 10 Achievement Standard

By the end of Year 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues. They summarise and justify points of view, and respond appropriately to the opinions of and perspectives of others, using reflective language. They use strategies to initiate, sustain, support and extend discussion by paraphrasing, inviting opinions and elaborating responses. They select appropriate vocabulary when clarifying and justifying statements using supporting evidence. They use respectful language to negotiate, problem-solve and to manage different opinions and perspectives to reach shared decisions in collaborative tasks. Students investigate, analyse and evaluate information from a range of sources and perspectives, such as topics and issues related to the Deaf community. They present sustained signed texts to entertain, inform, persuade or inspire different audiences, using non-manual prosodic features to create emphasis or other effects. Students create and analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences, for example, repetition of handshapes and movement paths of signs to create rhyme and to convey meaning, or the use of visual metaphors. They create imaginative texts, such as complex narratives or poems, combining and switching between types of language, telling with lexical signs or showing with constructed action or depicting signs, and frames of spatial reference; that is, observer or character point of view. They compare responses to imaginative texts that present particular values or points of view, for example, Deaf poetry. They analyse and compare translations of texts, explaining factors that may have influenced interpretation. Students identify the relationship between language, culture and identity, and describe how personal and community identity are conveyed through cultural expression and language use. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students begin to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST and explain these relate to metaphors in English. Students can identify when a signer is using an observer or character frame of reference in a text. They distinguish between main and subordinate clauses and demonstrate how the inclusion of constructed action and depicting signs has an impact on clause structure. They analyse types of text such as expository texts, identifying characteristic language elements and features, such as list buoys or the use of particular conjunctions. Students investigate and analyse variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and language rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen Auslan language use, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.

AUSTRALIAN CURRICULUM: LANGUAGES

AUSLAN (FIRST LANGUAGE LEARNER PATHWAY) YEAR 7 TO 10 SEQUENCE (YEAR 7 ENTRY)

Context statement

The nature of education of deaf students is such that some learners arrive at high school with a very limited grasp of English and little if any previous access to signed language models. These learners may have come from countries where they had no access to schooling for deaf children, or from oral programs overseas or in Australia from which they have learnt only rudimentary speech. This group of learners, therefore, comprises students who are learning their first language well beyond the age of typical language development.

This group of learners is therefore very different to the similarly aged cohort from the F–10 sequence, who have had language models since birth or very early in life, and who approach high school learning with established fluency in Auslan, which enables them to focus much of their Auslan class-time learning on the development of higher-order skills, such as analysis and evaluation. Learners in the L1 pathway 7–10 sequence begin learning Auslan with limited prior experience of any language. They may have additional disabilities that are hidden, due to or caused by their language delay. Auslan is nonetheless considered as their first language, due to their lack of fluency in any other language. These learners require intensive support and extensive input from rich language models, especially at the initial stages. They will benefit greatly from the explicit teaching of Auslan as subject to support their language acquisition.

Auslan (First Language Learner Pathway) Years 7 to 10 (Year 7 Entry) Sequence

Years 7 to 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. Learners in this pathway have had little or no experience with Auslan, but are learning it with the expectation that it will be their primary language in the future. They have a range of experience with other signed or spoken languages, or a home gesture system, but may not be fluent in any standard language. A multilevel and differentiated approach to teaching and task design responding to this diversity of prior experience is necessary, including using as much visual support as possible.

Auslan is learnt in parallel with English literacy. Learners in this sequence and pathway have little experience of English and are learning English literacy simultaneously to Auslan. As they have no access to spoken English, this poses particular challenges. The learning of Auslan supports and enriches deaf students' learning of English.

Auslan learning and use

Rich language input characterises the first stages of learning. Learners engage in a range of activities designed to immerse them in language scaffolded to their level of linguistic and cognitive development. They build vocabulary for thinking and talking about school and home, routines and social worlds. They interact in structured routines and activities with their peers, family members and as many fluent signing adults as possible. They are supported to use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. Learners may initially need time to watch Auslan without pressure to respond, until they feel comfortable with the situation and context. When they produce Auslan, they use well-known phrases to participate in familiar routines and structured conversations. Over this band, they continue to develop confidence in communicating about the here and now, and gradually begin to talk about the past or future and non-present entities or events.

Contexts of interaction

Learners at this level are given as much opportunity as possible to interact with their peers, the teaching team and members of the Deaf community for additional enrichment and authentication of their language learning. Information and communication technology (ICT) resources provide extra access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities, stories and conversational exchanges. They become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs, or simple symbols. An important source of texts is the Deaf community and older members of it.

Features of Auslan use

Learners in Years 7–8 are learning to produce all handshapes, movements and locations of single signs. Depending on their access to home-sign systems, they make use of varying levels of handling or SASS depicting signs, gradually learning the conventions of Auslan. They learn to use entity depicting signs to discuss movement and location, with increased use of signing space and occasional use of the whole body to enact. Learners at this stage use simple clause structures, modifying some verbs for present referents, and begin to understand basic questions.

Level of support

The early stage of language learning is supported by extensive use of concrete materials and resources, gestures and body language. If the student has existing idiosyncratic gestures or home signs the teacher can access, these are used to scaffold their learning of Auslan. Learning is also supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting and retelling assists in establishing early language skills based on real-life experiences. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts.

The role of English

Auslan is the language of all classroom interactions, routines and activities. As these students do not have any English, they cannot make comparisons between English and Auslan. Research work in English is not an option for these learners. The students' learning is focused primarily on developing Auslan capabilities as intensively as possible with a view to progressing to a state of communicative competence as soon as possible.

Communicating

Year 7 to 8 content descriptions	Content elaborations
<p>Socialising</p> <p>Interact with peers and the teaching team to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences</p> <p><i>[Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions]</i></p>	<ul style="list-style-type: none"> exchanging greetings, thanks and apologies, for example, <i>How are you? See you later, Thank you, I'm sorry</i> <p style="text-align: center;">br+htf WELL PRO-2 c+SEE+f LATER THANK+f PRO-1 SORRY</p> expressing feelings using lexical signs and affective NMFs, for example, <i>I'm happy</i> or <i>She's cranky</i> <p style="text-align: center;">char PRO-1 HAPPY char PRO-3 THINK^BAD</p> using formulaic language to express wishes for particular occasions or events, for example, <i>Happy birthday</i> or <i>Good luck</i> <p style="text-align: center;">HAPPY BIRTHDAY LUCK^GOOD</p> making arrangements using simple time-related signs without numerical incorporation, for example, TODAY, TOMORROW, NEXT-WEEK and with numeral incorporation, such as TWO-DAYS-AGO or IN THREE WEEKS

Year 7 to 8 content descriptions	Content elaborations
<p>Develop communication and interaction skills such as producing and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with Auslan users</p> <p>[Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention]</p>	<ul style="list-style-type: none"> recognising and using fingerspelled names for roll call and games exchanging greetings with peers and the teaching team and stating the day and date following instructions for class routines, such as <i>Get into a circle, Line up, Look this way</i> <p>CL:2H-4-GET-INTO-A-CIRCLE QUEUE f+LOOK+lf</p> <ul style="list-style-type: none"> asking for help or permission, for example, <i>Please help me, Can I?</i> <p>f+HELP+c PLEASE br+htf PRO-1 CAN</p> <ul style="list-style-type: none"> gaining someone's attention, for example by waving or tapping a shoulder or table stopping activities and paying attention when lights are flashed or hands are waved using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation keeping appropriate signing space between themselves and others using visual applause to show enjoyment of entertainment or commendation
<p>Informing</p> <p>Locate specific points of information from signed texts about familiar topics and use the information in new ways</p> <p>[Key concepts: information, topics, directions; Key processes: identifying, responding, following directions]</p>	<ul style="list-style-type: none"> responding to signed information such as class messages or short introductions, for example, by identifying names, numbers or times identifying and applying specific information in signed texts using visual pictures and props to complete guided tasks such as craft activities gathering information from peers about topics such as family members or favourite foods identifying information in simple Auslan texts that relate to properties such as colour, size, shape or amount, for example when interacting with materials and concrete objects

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> following directions for simple activities involving visual cues such as a treasure hunt, using prepositions and placement of signs in location, for example, <i>right/left/straight/behind/over there</i> <p>RIGHT CL:1-TRACE-GO-RIGHT LEFT CL:1-TRACE-GO-LEFT STRAIGHT DS:1-TRACE-GO-STRAIGHT sh CL:B-SOMETHING-LOCATED-BEHIND 2h dh PT+dn----- PT+f(far)</p>
<p>Present factual information about familiar topics using modelled signs</p> <p>[Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting]</p>	<ul style="list-style-type: none"> describing an object, animal or person using modelled lexical signs and formulaic phrases contributing to a digital presentation such as a class video by signing a basic description of their own family members demonstrating a simple procedure using gestures, objects and buoys recounting a shared experience, sequencing events through the use of modelled signs and photos reporting aspects of their daily routines using modelled signs and visual prompts producing a series of signs for peers to complete a simple action-based activity such as an obstacle course
<p>Participate in the viewing of recorded or live imaginative signed texts responding through drawing, miming, gesture or modelled signs</p> <p>[Key concepts: story, imagination, Deaf art, gesture, mime; Key processes: viewing, drawing, responding, mimicking, shadowing]</p>	<ul style="list-style-type: none"> viewing recorded or live children’s stories in Auslan, for example, National Simultaneous Storytime books, demonstrating understanding through drawing, gesture and modelled signs responding to short expressive texts that involve the movement of people, animals and/or vehicles, demonstrating understanding through drawings or familiar signs playing with key elements of short signed stories, for example, by mimicking facial expressions or repeated signs participating in interactions in Auslan that involve imaginative responses to stimuli, using gestures, handshapes, facial expressions and simple signs engaging with different forms of Deaf art, such as handshape creations and creating a piece of art on a similar theme shadowing NMFs in short Auslan poems or stories retelling favourite events of an Auslan story using modelled signing

Year 7 to 8 content descriptions	Content elaborations
<p>Creating</p> <p>Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs</p> <p>[Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing]</p>	<ul style="list-style-type: none"> • re-enacting individual short stories or wordless animations using gestures, actions and modelled signs • depicting the movement of people, animals or means of transport by using handshapes in creative ways • creating amusing sequences of signs using a fixed handshape, such as <i>point You think I'm shy</i> <p>PRO-2(sh) THINK PRO-1 SHY</p> <ul style="list-style-type: none"> • using gestures and modelled signs to re-enact short stories or mimes • enacting the movements and characteristics of a particular animal through the use of constructed action • participating in storytelling games or imaginative activities, such as the joint construction of a humorous story • working with classmates to use hands to visually represent an object or animal
<p>Translating</p> <p>Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning</p> <p>[Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising]</p>	<ul style="list-style-type: none"> • recognising that every language uses words or signs to make meaning • identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet • participating in shared reading of high-interest, low-readability books containing images and plain English text, asking and answering questions about unfamiliar words and phrases, working collaboratively to produce an Auslan version of the book • identifying the iconicity of some signs, such as RAINBOW or DRINK, and discussing how similar they are to the object/referent and how this transparency might help 'translatability' of concepts for non-signers • comparing key signs used in Auslan versions of children's stories, such as 'Jack and the Beanstalk' on <i>Toddies Tales</i>, to words used in written English texts, and noticing how signs can convey rich multilayered meaning which might not have a direct match in English captioning • playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in each language associated with concepts such as weather or animals • discussing examples of words and signs that seem to have direct matches/equivalents in both Auslan and English and those that do not, such as GO-TO in Auslan requiring more than one English word • finding and using phrases that have direct sign-for-word translations between Auslan and English, such as <i>Goodnight, Happy birthday</i> and <i>Happy New Year</i> and others that do not, such as <i>None of your business!</i>

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> identifying challenges associated with translation, such as multiple meanings for words like <i>run</i>, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning in context paraphrasing and summarising short Auslan texts containing familiar content, providing simple translations in written English and vice versa
<p>Create different types of bilingual texts to support their classroom learning</p> <p>[Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning]</p>	<ul style="list-style-type: none"> using images of Auslan signs and equivalent words in English to name and label familiar objects and classroom items, using posters and word cards with pictures developing a simple handshape dictionary that provides equivalent English terms using photos of family members to create a family tree or chart, captioning and labelling in English each family member with corresponding images of Auslan signs creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs making their own bilingual picture dictionaries with English labels, images and simple descriptions of signs, identifying and categorising signs according to handshape
<p>Expressing identity</p> <p>Explore the concepts of self, social groupings, relationships and community, and deaf people’s visual ways of being and negotiating these networks</p> <p>[Key concepts: identity, self, relationship, community, Deafhood, visual ways of being; Key processes: exploring, identifying, describing, creating, discussing, exchanging, building, analysing, responding]</p>	<ul style="list-style-type: none"> identifying themselves as a deaf person and describing their relationships with other deaf people, family members, the Deaf community and wider ‘hearing’ society identifying and describing physical markers of identity among deaf people, such as the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems creating a poster depicting their own family and labelling immediate and extended family members as <i>deaf/hearing</i> identifying and discussing family names, given name/s and sign names for themselves and for others exchanging views on how their individual biographies, including family origins, traditions, beliefs, communicative practices, interests and experiences, shape their sense of identity and impact on their ways of communicating building a basic understanding of the concept of Deafhood and how each individual’s journey of identity development contributes to social relationships and to the formation of community, for example, by creating an individual identity map or a hand map discussing visual ways of communicating and transmitting and receiving information and how these influence group learning and information sharing among Deaf people discussing visual ways of being and appropriate ways of interacting and behaving according to Deaf cultural values

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> investigating Deaf cultures around the world and how they shape visual ways of being, for example by considering how Deaf people from different countries and ethnic groups express shared group identity through practices such as formally gathering at a national or international community via opportunities such as Deaf film festivals; performing arts events, for example, Deaf Way; theatrical events; art exhibitions; or sporting events, for example, ADG, Deaflympics responding to deaf people from different groups and backgrounds who visit and present about their education, families, social networks and sense of community/identity, for example by discussing similarities and differences between their reported experiences and their own lives
<p>Identify the importance of place and space in the Deaf community and understand connections that exist between place, space and people</p> <p><i>[Key concepts: place, space, comfort, visual orientation; Key processes: discussing, reflecting, analysing, comparing]</i></p>	<ul style="list-style-type: none"> exploring why some places and spaces make deaf people feel comfortable or promote a sense of belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location identifying examples of deaf people's visual orientation towards the world ('people of the eye'), such as waving in space or using flashing lights to gain attention, visual applause
<p>Identify and share their own stories, history, roles, responsibilities and links to the Deaf community and consider how these relate to their sense of identity</p> <p><i>[Key concepts: identity, birthright, community, cultural practices, reciprocity, responsibility; Key processes: recognising, creating, identifying, discussing]</i></p>	<ul style="list-style-type: none"> recognising that their first language is a birthright which establishes their identity with respect to the Deaf community and its traditions viewing and creating stories of their own experience and roles in the Deaf community and identifying examples of the different ways of being deaf that they describe discussing behaviour associated with cultural practices and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing
<p><i>Reflecting</i></p> <p>Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar or different to other language(s) and forms of cultural expression</p> <p><i>[Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting]</i></p>	<ul style="list-style-type: none"> comparing aspects of their lives as deaf children with those of hearing children as represented in digital images, video clips and stories, for example, ways of playing games, telling stories, or interacting at school, at home and in the community discussing changes or adaptations they have to make to their communicative style when communicating with non-signers reflecting on similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, in relation to ways of greeting/leave-taking; introducing people; and using body language, facial expression and eye contact

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed and considering how this may differ for hearing students in a spoken language environment • reflecting on language differences in forms of address in signed and spoken language, for example, using a person's name when addressing them directly in Australian English but not in Auslan • examining general misconceptions about hearing people and culture, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance • reflecting on and providing possible explanations for assumptions hearing people might have about deaf people or about signed languages

Understanding

Year 7 to 8 content descriptions	Content elaborations
<p>Systems of language</p> <p>Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent</p>	<ul style="list-style-type: none"> • identifying the handshape of a sign as well as its orientation, for example fist handshape for MY or 5 handshape for COCKATOO, POSS-1 • recognising signs with a change in handshape, as in HAVE, BIRD, or in orientation, as in CAN-NOT • recognising major types of path movements • identifying the location of a sign on the body or in space • understanding that NMFs are important in sign language for showing feelings of the signer or others • identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (paper) within two-handed signs • demonstrating signs that are body anchored such as HAT or WHY and non-body anchored such as HAVE or GO-TO • understanding that signs can be organised by handshape, for example in the ‘red dictionary’ or in dictionaries for deaf emergent writers, and that this is useful if the English word for a sign is not known • realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming • identifying iconic signs that provide visual images of the referents, such as HOUSE, TREE, DRINK • describing the formational relationship between ordinal and cardinal numbers in Auslan • experimenting with different ways of recording signs, including videoing, glossing, drawing pictures, or annotation software
<p>Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships</p>	<ul style="list-style-type: none"> • describing the range of signing space in normal signed discourse • recognising that non-body anchored nouns can be located in space and identifying instances of this • comparing and contrasting Auslan and English pronouns • noticing that a point can refer to a person, place or thing • noticing that the beginning and end point of verbs can be modified to show participants in a process • identifying what sorts of things can be represented in a DS by handshape, for example, <i>point</i> can mean a <i>person</i> or <i>tree</i> or <i>pole</i> • distinguishing between entity, handling or SASS DSs by looking at what the handshape and movement represent in each type: <ul style="list-style-type: none"> ○ entity: handshape is an object or person; movement is the movement or location of that object or person

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> ○ handling: handshape represents a person's hands touching or moving another object; movement, how the hands move ○ SASS: handshape and movement shape or size • knowing that signers can <i>tell</i> (with signs) or <i>show</i> through depicting with their hands or enacting with their whole body
<p>Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure</p>	<p>Nouns and noun groups</p> <ul style="list-style-type: none"> • observing that names of people and places can be represented through fingerspelling or sign names • recognising that a noun group is a group of signs that relate to a person, place or thing that can include elements such as adjectives or numbers • noticing that adjectives modify nouns in noun groups • recognising that expanding a noun into a noun group enriches meaning <p>Verbs and verb groups</p> <ul style="list-style-type: none"> • understanding that a verb tells what is happening • exploring different semantic types of verbs used for specific purposes, for example, <ul style="list-style-type: none"> ○ <i>doing</i> and <i>saying</i> verbs in narrative texts to show how information is provided about what characters do and say ○ <i>sensing</i> verbs that allow readers to know what characters think and feel ○ <i>relating</i> verbs used when constructing definitions and descriptions • recognising that a verb group is a group of words built up around a verb that may include adverbs which modify the meaning of verbs <p>Conjunctions and clause coordination</p> <p style="text-align: right;">br+htb</p> <p>identifying signs that are used to join clauses together, such as BECAUSE PLUS, WHY</p> <p>Clauses</p> <ul style="list-style-type: none"> • understanding that a basic clause must contain a verb, a happening or a state, and usually contains nouns, who or what is involved, and the surrounding circumstances (adverb group/phrase) • observing that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one • distinguishing between yes-no questions, wh-questions and statements and their corresponding NMFs • learning how time is represented through adverbial groups such as IN-2-WEEKS, FORTNIGHT • understanding how DSs and adverbs can provide extra information about an activity

Year 7 to 8 content descriptions	Content elaborations
<p>Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts</p>	<ul style="list-style-type: none"> recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning looking at short recounts or narratives in Auslan and identifying characteristic elements, such as orientation, main events, conclusion and any evaluation identifying differences in different types of texts, for example by looking at a monologic recount compared to a dialogic one, and noticing differences such as the use of back-channels or hesitations identifying how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and noticing how such strategies help maintain interest and support understanding
<p>Language variation and change</p> <p>Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages</p> <p>[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]</p>	<ul style="list-style-type: none"> exploring similarities and differences in the two main Auslan dialects, the northern dialect, used in Queensland and New South Wales, and the southern dialect, used in Victoria, South Australia and Western Australia, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL Signbank exploring folk etymologies of signs and understanding that the origin of most signs is unknown, for example that POLICE was wrongly believed to be <i>handcuffs</i> rather than <i>shoulder stripes</i> that have dropped location exploring the etymology of signs that can be traced, for example, POLICE, MAYBE, TROUBLE, BLUE and identifying examples of signs where the meaning has changed over time, for example, FINISH explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing why this is the case noticing different ways that English words are borrowed into Auslan and how these can become lexicalised, for example, the use of full fingerspelled words, such as FS:SATAY, FS:MENU, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example for state names, FS:SA, FS:NSW, FS:VIC, FS:TAS, and lexicalised fingerspelling, such as #HOW, #BUT, #ABOUT, #FOR, #SON recognising that Auslan includes loan signs from Signed English, such as TOY or DAD, and understanding why some older deaf people are uncomfortable with these changes looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in educational settings

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> noticing the variation in ‘handedness’ between signers in relation to signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite
<p>Language awareness</p> <p>Develop awareness of the sociocultural context and nature of Auslan and the Deaf community in the context of multilingual Australia</p> <p>[Key concepts: communication, language, culture, accessibility; Key processes: identifying, describing, recognising]</p>	<ul style="list-style-type: none"> exploring similarities and differences between the many languages used in Australia and represented in the school, including Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate recognising that there are many different signed languages in use around the world, not one ‘universal’ signed language understanding that most people in the world speak more than one language mapping sign language use around the world, for example by using data from Ethnologue to identify and label countries with correct naming of the sign language used, for example, France = LSF: Langue des Signes Françaises; Germany = DGS: Deutsche Gebärdensprache investigating the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs and interpreters identifying and describing the use and visibility of Auslan in the wider Australian community, for example in television programs, on the news, at events such as sporting fixtures, emergency announcements, political speeches recognising that Aboriginal and Torres Strait Islander use of signed languages is culturally determined and shaped by different beliefs and values from those shared by the mainstream Deaf community and Auslan users identifying a range of ways that Deaf community members communicate with each other and with members of the wider hearing community, such as face to face or using technology, for example, NRS or VRS, via social media, and the use of English and of interpreters understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users
<p>Explore the documentation and recording of Auslan</p> <p>[Key concepts: language documentation, language vitality, language revival; Key processes: understanding, identifying, recognising]</p>	<ul style="list-style-type: none"> understanding that strong and healthy languages are those that are used by many people across generations in most domains to talk about most topics identifying language documentation as an important way of recording, transmitting and maintaining the vitality of a language recognising that some languages have no written form and have historically been passed on face to face/orally, which means they are less well recorded and documented

Year 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed • recognising that languages may be perceived as ‘weak’ or ‘strong’ based on community values and the documentation associated with the language, for example, the range of literature that exists in the language • exploring the vitality of various languages by obtaining information from the UNESCO interactive online atlas, as well as Ethnologue, to compare numbers of speakers/signers of different languages • considering ways that Auslan is evolving due to various influences, including the capacity for new technology to store, record and share sign languages internationally • exploring the role of globalisation in terms of what technology has offered to signed languages in keeping them vital, for example, the use of ELAN for capturing and documenting Auslan
<p><i>Role of language and culture</i></p> <p>Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan</p> <p><i>[Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying]</i></p>	<ul style="list-style-type: none"> • recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own • appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of ‘difference’, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs) • recognising how they as deaf people live in ways that may be different from how hearing people live and that these ways are primarily visual, for example by responding to stimulus questions such as <i>How do deaf people ensure they can always see other people who are signing?</i> • recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture • understanding that culture is more than the visible aspects of people’s lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to themselves as users of Auslan • recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages • identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or the positioning of communication partners • recognising that shared experiences shape cultural values in Auslan and in other cultures, for example, the experience of deaf children being excluded from family and social discourse during

Year 7 to 8 content descriptions	Content elaborations
	dinner table conversations or social events gives rise to the value placed in the Deaf community on sharing information with each other

Year 7 to 8 Achievement Standard

By the end of Year 8, students interact with the teaching team, class visitors and each other to share information about self, family, friends, routines, pastimes and events. They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe the physical appearance and characteristics of people. They use entity depicting signs to discuss movement and location, using increased signing space and occasional use of the whole body to enact. They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents. They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features. They express likes, dislikes and feelings using lexical signs and affective non-manual features. They follow directions for class routines and follow instructions of two or more steps, using directional terms or depicting signs such as *right/left/straight/behind/over there*.

RIGHT CL:1-TRACE-GO-RIGHT

LEFT CL:1-TRACE-GO-LEFT

STRAIGHT DS:1-TRACE-GO-STRAIGHT

sh CL:B-SOMETHING-LOCATED-BEHIND

2h

dh PT+dn-----

PT+f(far)

Learners follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. They identify specific points of information in signed texts, such as properties related to colour, number, size or time. They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events, using familiar signs and visual prompts and time markers such as YESTERDAY, LAST-WEEK, TWO-DAYS-AGO. They restrict signing to the standard signing space. They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. Learners identify themselves as a deaf person and describe their relationships with other deaf children, family members, and the Deaf community and also with the wider 'hearing' world. They consider how these different relationships contribute to their sense of identity. Learners identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the most unifying factor of the Deaf community is the use of Auslan.

Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They recognise and accurately produce all handshapes, movements and locations of single signs. They identify some signs that link to visual images, for example TREE, ELEPHANT; demonstrate signs that are body anchored, such as HAT or WHY; and non-body anchored, such as HAVE or GO-TO. They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. They know that signs can be displaced in space for a range of purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. Learners recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL.

Learners recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. They reflect on ways that culture is differently interpreted by others, for example by identifying stereotypes about deaf and hearing people that may influence perceptions. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

Years 9 to 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language. As their language develops, so does their ability to conceptualise and reason, and their memory and focus improves. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners at this level benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan learning and use

Learners in this band engage in a range of activities that involve watching and responding to a variety of signed texts. They build proficiency through the provision of rich language input from a range of sources where grammatical forms and language features are purposefully integrated. Learners build more elaborated conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. The language they see and sign is authentic with some modification. They follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks and games.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities. They access a variety of media resources, maintain vlogs and other web pages, and participate in social networks. They view and create texts on topics relevant to their interests and enjoyment and continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learners interact in Auslan with each other, their teaching team, with members of their families who can sign and with members of the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for wider authentic use in the Deaf community. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, NZ or British Deaf communities, such as children's television programs, websites, music or video clips. In addition, they work with texts from other signed languages that make extensive use of the 'visual vernacular'. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning as it is the origin of most of the texts and communicative situations that learners engage with.

Features of Auslan use

Learners at this level increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They learn to modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They use a range of NMFs to distinguish questions from statements or negatives, and use more cohesion in their recounts. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity. Learners are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. They build metalanguage to talk about aspects of language such as nouns, verbs and constructed action.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build students' grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and for polishing rehearsed texts; and provide support for self-monitoring and reflection. Discussion supports learning and develops students' conceptual frame for talking about systems of language and culture. Learners are encouraged to engage more with resources such as websites, dictionaries, translating tools and other materials designed to enrich their receptive and productive language use.

The role of English

Auslan is the language of all classroom interactions, routines and activities. As these learners are in the unique position of not having acquired a first language until very late in life, time spent developing their Auslan must be maximised. While these learners are simultaneously developing English literacy skills, use of English is limited to the translating thread and to small amounts of research with source texts in simple English.

Communicating

Years 9 to 10 content descriptions	Content elaborations
<p>Socialising</p> <p>Share and respond to ideas and feelings about people they know, their daily lives, social activities and the school community</p> <p>[Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing]</p>	<ul style="list-style-type: none"> recounting classroom events using indicating, plain and depicting verbs, for example, <i>I gave my friend some cake and he gave me a drink</i> <p style="text-align: center;">br+htb CL:C-2H-SIZE-OF-CAKE CAKE / c+GIVE+rt POSS-1 FRIEND / rt+GIVE+c DRINK</p> describing the appearance of people, objects and places using SASS depicting signs and spatial location recounting personal experiences using specific time-related signs and conjunctions, such as <i>before, after, two days ago</i> <p style="text-align: center;">BEFORE AFTER TWO-DAYS-AGO</p> describing activities they have completed using some verb modifications to show manner, for example, <i>I worked very hard</i> versus <i>I didn't work much</i> <p style="text-align: center;">cheek-puff PRO-1 WORK-REALLY-HARD+rt PRO-1 WORK+lf LITTLE+lf</p> interacting with Auslan users and members of the Deaf community to share details of their personal world describing relationships between themselves and members of their school community, for example, <i>She's my best friend, Mr Jones is our science teacher, We all do art but Chris does music</i> <p style="text-align: center;">PRO-3 POSS-1 BEST FRIEND FS:MR FS:JONES POSS-1+PL SCIENCE TEACHER PRO-1+PL FS:DO ART BUT FS:CHRIS FS:DO MUSIC</p> recounting events involving more than one person using constructed action

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> describing experiences that they have enjoyed and how it made them feel, for example, <i>I felt excited to have a deaf visitor come to my school, I was scared watching the movie but I liked it</i> ONE DEAF VISITOR <u>br+htb</u> <u>char</u> rt+COME+c POSS-1 SCHOOL / PRO-1 FEEL-EXCITED <u>br+htb</u> <u>hn</u> WATCH PT+rt MOVIE / PRO-1 SCARED BUT PRO-1 LIKE comparing attributes or characteristics of classmates or classroom objects, for example, <i>Sam is fast, Joe is faster but Leon is fastest; This is the best computer</i> <u>stress</u> <u>more stress</u> FS:SAM FAST / FS:JOE FAST / BUT FS:LEON WORSE FAST PT+dn / BEST COMPUTER comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example, <i>We go to the beach on the south coast for three weeks in summer. Where do you go? I go bushwalking in the mountains on weekends. Have you climbed a mountain?</i> <u>br+htb</u> DURING SUMMER / PRO-1+PL GO-POINT BEACH #FOR THREE WEEK / <u>bf+htf</u> WHERE PRO-2 GO-POINT WHERE <u>br+htb</u> <u>br</u> EVERY-WEEK WEEKEND / MOUNTAINS PRO-1+PL GO-POINT+rept BUSH <u>br+htb</u> <u>br+htf</u> WALK / MOUNTAINS / PRO-2 CLIMB.HANDS FINISH.FIVE
Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: planning, role, responsibility, support, information exchange; Key processes: negotiating, encouraging, describing, expressing preference]	<ul style="list-style-type: none"> negotiating roles and responsibilities in shared learning activities, using expressions such as <i>You do that, I'll do this; What do you want to do?</i> PRO-2 FS:DO PT+rt / PRO-1 FS:DO PT+dn <u>bf+htf</u> PRO-2(wh) WANT FS:DO / WHAT

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> expressing preferences in relation to roles and responsibilities in shared learning activities, using NMFs and statements such as <i>I would prefer to do this, I'd rather not do this</i> PRO-1 RATHER FS:DO PT+f hs PRO-1 RATHER NOT FS:DO PT+dn working with a peer to plan for a visit from a Deaf community member, prioritising and sequencing jobs using language such as <i>First we should make an invitation, We can't forget to thank them at the end</i> br+htb hn FIRST / PRO-1+PL MAKE INVITE / SHOULD br+htb hs BEFORE FINISH / PRO-1+PL THANK+rt / CAN-NOT
<p>Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and other Auslan users</p> <p>[Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting]</p>	<ul style="list-style-type: none"> responding to multistep classroom instructions, for example, <i>Log in to your computer and then get your book</i> br IN POSS-2 COMPUTER / FINISH GO-POINT TAKE POSS-2 BOOK asking for repetition or clarification, for example, <i>Please sign that again, Do you mean ...?</i> REPEAT SIGN PLEASE br+htf PT+dn / PRO+2 MEAN negotiating turn-taking by using visual or tactile methods in taking or yielding a turn in interactions, for example, <i>It's my turn, You can go next</i> [POSS-1] f+TURN+c hn PRO-2 CAN lf+TURN+f using NMFs such as raised eyebrows to indicate interest, or head tilt to indicate lack of understanding initiating some protocols within the classroom such as: <ul style="list-style-type: none"> contributing to gaining group attention through flashing lights, tapping, foot stomping and waving maintaining eye gaze and back-channelling

Years 9 to 10 content descriptions	Content elaborations
<p>responses through the use of familiar signs, actions and drawing</p> <p>[Key concepts: performance, character, personal response, creativity; Key processes: viewing, responding, participating, comparing]</p>	<ul style="list-style-type: none"> viewing creative performance texts and identifying characters and events, for example from Auslan stories, poems and theatre performances, such as Auslan Storybooks and the Australian Theatre of the Deaf viewing and giving personal responses to creative visual texts such as handshape art and art produced by and about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan comparing versions of creative signed texts and indicating preferences, for example, between different Auslan versions of ‘The Hare and the Tortoise’ responding to signed poems and ‘visual vernacular’ descriptions of a character’s appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi
<p>Create or re-enact imaginative texts that suggest the appearance, characteristics of and relationships between people, animals and objects</p> <p>[Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating, presenting, re-enacting, reinterpreting, choreographing, performing]</p>	<ul style="list-style-type: none"> participating in games and activities that focus on depicting the appearance and characteristics of people, animals or objects and their relationships working collaboratively to create and present signed skits to entertain a targeted audience re-enacting individual short stories or wordless animations that include two characters and their interactions through the use of constructed action reinterpreting creative texts for effect, for example by changing emotions or movements through the use of NMFs and manner using ‘visual vernacular’ to enact a short scenario about an imaginary character and an object, using language associated with SASSes, entity, and handling classifier handshapes and constructed action choreographing and performing a music-less dance, focusing on matching timing, beat and rhythm
<p>Translating</p> <p>Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning</p> <p>[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining]</p>	<ul style="list-style-type: none"> translating the school song into Auslan with support, identifying words or phrases that do not easily translate and finding suitable equivalents in Auslan that match the English concept shadowing online Auslan translations and captioning, such as the <i>Catching Fire</i> series of safety videos or the emergency disaster preparedness videos, and discussing the quality of the translations comparing their own translations of short familiar texts with those of their classmates, noting discrepancies and variations and discussing reasons for these observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander Elders, identifying any differences between the languages and acting as interpreter with support creating basic translations of song lyrics or simple poems from English to Auslan developing a written English glossary of terminology relating to sign language translation and interpreting, scaffolded by a filmed Auslan version of the text

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as <i>train gone</i>, <i>sorry</i> and comparing these to some common English idioms conducting sight translations of plain, high-interest, low-readability English texts such as short news articles that are written for children comparing existing translations in BSL of stories such as 'Little Red Riding Hood' to Auslan versions of the same stories, discussing differences in vocabulary and approaches to translation on a free to literal continuum explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters, demonstrating through role-play correct protocols for working with interpreters
<p>Create bilingual texts such as notices, displays or newsletters for use in the wider school community</p> <p>[Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing]</p>	<ul style="list-style-type: none"> creating captions for familiar pre-recorded signed texts, for example, a translation of the Auslan version of the school song or a 'welcome to the school' video creating bilingual texts for use in the school community, such as posters that include signed images or digital library displays about Auslan, discussing how to represent meaning in the two languages for different audiences composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements using bilingual online dictionaries and electronic tools to compose bilingual texts such as an online Auslan–English version of a school newsletter contributing items of signed news and information to a bilingual school website or web page associated with their class, school or local community
<p>Expressing identity</p> <p>Evaluate and analyse ways in which deaf people relate within society as 'people of the eye' and as a distinct social group</p> <p>[Key concepts: identity, relationship, Deafhood, advocacy, society; Key processes: identifying, discussing, analysing, considering]</p>	<ul style="list-style-type: none"> using a vlog journal entry to discuss how having peers who share the same language provides a social bond and builds confidence identifying characteristics of deaf people's visual awareness, such as good observation of body language and heightened alertness to hazards in the environment while walking/driving and signing exploring technologies used by deaf people to communicate visually, such as videoconferencing apps, to support social networks and to strengthen a sense of individual or shared identity investigating ways in which a sense of confidence in relation to identity influences awareness and a capacity for advocacy for Deaf rights, for example in relation to issues such as the provision of interpreters or captioning discussing how their sense of identity may shift according to context and situation, and how as people mature they learn to manage 'multiple identities' in relation to different elements of experience, such as background ethnicity and culture, and Deaf identity culture

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> identifying strategies used by deaf adults to negotiate the hearing world, such as travelling with paper and pen or smart phone to type notes using the concept of Deafhood to map and communicate their own journeys of identity development, for example, their identification with particular Deaf role models considering the role identity plays in contributing to individual, peer group and community health and wellbeing engaging with deaf visitors from different groups and backgrounds who present about their experiences in the Deaf community, for example by creating a vlog about the visits and recording their responses to different identity stories
<p>Evaluate how individuals and groups create culturally appropriate places, demonstrate connections with culturally rich places and exercise their rights and fulfil their obligations with respect to those places and spaces</p> <p>[Key concepts: place, Deaf space, sites of significance, rights, responsibility; Key processes: documenting, comparing, discussing, reflecting, evaluating]</p>	<ul style="list-style-type: none"> using drawings, photos or presentations to describe characteristic features of Deaf spaces beyond the classroom, identifying features such as removal of visual obstacles to signed communication, circles or semi-circles for meeting and learning spaces, open-plan areas, lighting and window placement to maximise visual access to information documenting and discussing places of importance to the Deaf community, such as deaf schools, and understanding the value of these based on stories by Elders and excursions to sites of significance comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of
<p>Investigate ways in which responsibility for connections between the Deaf community and the wider 'hearing' society are demonstrated in individual and community behaviour</p> <p>[Key concepts: Deaf gain, awareness, story, responsibility, guidance; Key processes: describing, exploring, discussing, responding]</p>	<ul style="list-style-type: none"> responding to Elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community describing ways in which they can begin to take responsibility for increasing others' awareness of their communication and learning preferences, for example in the classroom and with extended family exploring the concept of 'Deaf gain' and identifying examples of how wider society may 'gain' from the Deaf community, for example, benefits of captioning for other sectors of the broader community, such as elderly people or newly arrived migrants discussing their sense of responsibility for each other as members of the Deaf community, and the need to support younger deaf individuals in the community
<p>Reflecting</p>	<ul style="list-style-type: none"> describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, responding to prompts such as <i>What are the main differences you notice when observing a conversation between deaf people and one between hearing people?</i>

Years 9 to 10 content descriptions	Content elaborations
<p>Reflect on the experience of learning and using Auslan in school, and ways in which their understanding of intercultural communication has developed</p> <p><i>[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]</i></p>	<ul style="list-style-type: none"> • reflecting on similarities and differences in language and communication that relate to culture, such as the extent of incidental learning acquired by hearing children through interaction with their external environment, for example by overhearing conversations or news on the radio • reflecting on similarities and differences between signed language and spoken language users when joining interactions, taking turns, using names, or passing between people who are communicating with each other • identifying and comparing how various emotions and different attitudes such as respect, shyness, exuberance or embarrassment are expressed across different languages and cultures • reflecting on the experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their own perceptions, understandings or attitudes • reflecting on social attitudes and on their own reactions to observed responses to differences in behaviours or communicative styles, such as their feelings when hearing people fail to give them eye contact during interactions in the wider community • reflecting on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they may need to modify elements of their behaviour, such as the use of eye contact, facial expression or body language, and to consider other communication strategies such as the use of notes or gestures

Understanding

Years 9 to 10 Content Descriptions	Content Elaborations
<p>Systems of language</p> <p>Explore various types of non-manual features and types of iconicity in signs, as well as gaining confidence in the use of software to transcribe signs</p>	<ul style="list-style-type: none"> • understanding that NMFs are important in sign language for marking forms such as questions • identifying, demonstrating and describing the various types of non-manual means of articulation (NMFs), for example movements of the eyebrows, lips, cheeks or shoulders • identifying and classifying NMFs in yes/no questions, <i>wh</i>- questions, statements and negatives • noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling • understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object • exploring, with support, software such as ELAN to annotate signed texts
<p>Understand that signs can include different information, including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action</p>	<ul style="list-style-type: none"> • recognising that Auslan has fully lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly lexical signs that cannot be listed in a dictionary in all forms, as gesture changes the form each time they are signed • noticing that meaning is created in Auslan from lexical signs, partly lexical signs and non-lexical signing and gesture • understanding that single-digit numbers can be separate lexical items or merged into other signs, such as those for ages or adverbs of time (numeral incorporation) • identifying where and how a signer has established a location in space (points, non-body anchored signs, fingerspelled words or verb movement changes) • recognising that signers must make explicit which referent is associated with a location • distinguishing between real space that exists around a signer, and abstract space, where a signer establishes a referent in a location but the referent is absent • identifying independently instances of DSs and their type • knowing that the function of CA is to represent the words, thoughts or actions of others • recognising that CA can be shown in many different ways, including eye gaze change, body shift, head orientation change, matching facial expressions and reference to another participant
<p>Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop</p>	<p>Verbs, adverbs and verb groups</p> <ul style="list-style-type: none"> • knowing that adverbs can be separate signs or NMFs

Years 9 to 10 Content Descriptions	Content Elaborations
<p>awareness of how signers use constructed action and depicting signs</p>	<ul style="list-style-type: none"> • recognising that verbs can be changed to show how something occurred over time, for example signing WATCH versus WATCH-for a long time, or with lexical signs, for example, habitual aspect, inceptive aspect, iterative aspect • distinguishing between the citation form of a sign and the adverbial NMF overlaid, and identifying what meaning is carried by each part, for example, MAN SPRINT (base form) and MAN SPRINT+fast (manner) <p>Adjectives</p> <ul style="list-style-type: none"> • understanding that changes in mouth patterns and movement of signs can intensify adjectives, as in the case of RED+intens, PLEASED+intens, TALL+intens) <p>Conjunctions/and clause coordination</p> <ul style="list-style-type: none"> • recognising that clauses can be joined through non-manual means as well as through manual signs <p>Clauses</p> <ul style="list-style-type: none"> • noticing that clauses can be joined by conjunctions to make longer sentences • recognising that the element of a sentence that is emphasised is sometimes signed first and that this process of topicalisation involves particular NMFs • noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs • recognising that signers may include both linguistic and gestural elements in a clause, that is, signers can <i>tell</i>, <i>show</i> or do both in a composite utterance
<p>Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text</p>	<ul style="list-style-type: none"> • conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer • analysing a videoed class debate to see how language is used to justify opinions and persuade others • noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space • noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs NEXT(then) or WELL or NMFs and pausing
<p>Language variation and change</p> <p>Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change</p>	<ul style="list-style-type: none"> • recognising that there is a greater degree of flexibility and variability in ‘oral’ languages such as Auslan that only exist in face-to-face form, compared to spoken/written languages that are passed on from parents to children, for example, less standardisation, and fewer ‘frozen texts’, considering reasons for such differences

Years 9 to 10 Content Descriptions	Content Elaborations
<p>[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]</p>	<ul style="list-style-type: none"> researching variation in Auslan, considering influences such as geographical location, social groupings and history, educational experience, age of learning Auslan, family background, and degree of contact with Signed English or other languages discussing consequences of expanding sign language interpreter services, especially in the area of secondary and tertiary education and in delivery of government, legal and medical services, for example, attempts to standardise usage, the development of new signs to meet new needs, the borrowing of signs from other sign languages, such as American Sign Language (ASL), or from English by means of fingerspelling and mouthing considering adaptations to language use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example choice of vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs interviewing older members of Deaf families or Deaf communities and reporting back to the class about changes to Auslan observed across their lifetimes, comparing these commentaries with their own use of language, for example, more use of fingerspelled words, less use of NMFs and depicting signs, the use of different signs, such as FILM (old sign), TOILET (old sign) recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, FS:PC understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, or the vehicle handshape in depicting signs identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT
<p>Language awareness</p> <p>Understand the factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society</p> <p>[Key concepts: influence, transmission, language development; Key processes: researching, investigating, exploring, describing, analysing, reflecting]</p>	<ul style="list-style-type: none"> exploring variation in Auslan fluency among classmates and members of the Deaf community, identifying the influence of factors such as where and when different people learnt to sign, and whether they are from a deaf or hearing family mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms describing the role religion has played in influencing the usage and spread of Auslan, for example, through missionaries, churches and Bible translation projects

Years 9 to 10 Content Descriptions	Content Elaborations
	<ul style="list-style-type: none"> exploring the profile of multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages, identifying how and when people typically switch between languages and dialects investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication have impacted on issues such as accessibility and communication for members of the Deaf community reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms discussing how to make the classroom/school a more Auslan-accessible and Deaf-friendly environment investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia, high-profile individuals such as activists or actors, or events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
<p>Consider the concept of language vitality in relation to the status of Auslan in Australia, and compare with that of other spoken and signed languages used around the world</p> <p><i>[Key concepts: transmission, language preservation, endangerment, attitudes; Key processes: understanding, investigating, analysing, researching]</i></p>	<ul style="list-style-type: none"> understanding the nature of the transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child, but often from child to child, or is learnt by children from adults outside the family, and that some Deaf people learn Auslan as a late acquired language in early adulthood describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for this ‘oral’ tradition of language transmission
<p>Role of language and culture</p> <p>Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages</p> <p><i>[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key</i></p>	<ul style="list-style-type: none"> appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or as adults in the Deaf community exploring ways in which language choices reflect attitudes towards certain topics, such as oralism or cochlear implants, identifying examples of sign choices that reflect particular attitudes or views understanding that knowledge about past and present Deaf people and about Deaf cultural values are embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embody cultural meaning, regarding distinctions made and values placed on fluent or awkward signing

Years 9 to 10 Content Descriptions	Content Elaborations
<p><i>processes: reflecting, exploring, understanding, identifying, considering]</i></p>	<ul style="list-style-type: none"> • identifying differences between the use of personal names in Auslan and in other languages, for example, Auslan signers not using a person’s name sign when addressing them directly, in contrast to the practice in many spoken languages • considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, and using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly • appreciating the cultural value and importance of festivals and other events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity • reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions among members of either community • understanding that ‘sound’ is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people’s lives is usually not the same as in hearing people’s experience

Years 9 to 10 Achievement Standard

By the end of Year 10, students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They describe the appearance of people, objects and places using SASS depicting signs and spatial location. They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and by asking for repetition and clarification when required. They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in between signers engaged in conversation without interrupting them. Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They make explicit which referent is associated with location. They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They create textual cohesion through the use of connectives such as lexical signs NEXT(then) or WELL, or non-manual features and pausing. They create bilingual texts and resources for the classroom, such as notices or digital displays. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on ways in which they use or modify communication strategies and elements of their behaviour, such as gesture, facial expression and body language when interacting with them. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students describe how constructed action can be shown in different ways, including eye gaze or head orientation change or body shift. They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, non-manual features, constructed action, depicting signs, and make connections with terms used in learning English such as verb, adjective, noun. Learners describe variation in the use of Auslan, explaining influences such as geographical location, social groupings, history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between Auslan and signed languages in other countries. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, describing how digital forms of communication such as social media, SMS/texting and NRS have impacted on accessibility for the Deaf community and contribute to the vitality of Auslan. Learners know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.