AUSTRALIAN CURRICULUM: LANGUAGES

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

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication in one or more languages and Auslan will be learnt as an additional language. 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 will be learnt in parallel with English literacy and the learning of each language assists with the learning of the other.

Auslan language learning and use

Rich language input characterises the first stages of learning. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. In these years there is an emphasis on developing language to enable learners to participate in class activities such as storytelling, and games. Creative play provides opportunities for using the language for purposeful interaction in a relaxed and informal context.

Children build vocabulary for thinking and talking about school topics, routines and processes. They build knowledge and understanding of Auslan by interacting with each other, the teacher and deaf children, and by participating in structured routines and activities. With support and modelling, they use Auslan for different functions such as greeting, thanking, apologising, , asking and responding to questions, expressing wishes, likes or dislikes, following simple directions, and taking turns in games and simple shared learning activities. They learn to produce signed phrases independently using modelled language, for example by describing simple pictures.

Contexts of interaction

The primary context for interaction is the language classroom, with the Auslan teacher and classmates. Learners' use of Auslan primarily relates to classroom routines and activities and to talking about their own life. Additional language enrichment may be gained through interactions with visitors from the Deaf community.

Texts and resources

Texts include filmed children's stories and teacher-generated materials such as pictures or short descriptions. Learners watch live and filmed texts such as explanations. They respond to resources such as short video clips, or substitution or matching exercises, and produce texts such as conversations using formulaic language.

Features of Auslan language use

Children in Foundation to Year 2 become familiar with all handshapes, movements and locations of single signs. They are learning to produce simple positive and negative statements with some time marking, and to use plain verbs or unmodified depicting verbs. They learn to describe familiar objects, animals or people using simple lexical adjectives and to depict the movement of people, animals and means of transport using an appropriate classifier handshape. They are able to use simple handling and SASS depicting signs. They explore emotions through the use of NMFs, and begin to use NMFs for grammatical purposes in modelled language. They learn to use simple constructed action to represent the characteristics of a single animal or person.

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.

Level of support

Support is provided through visual and tactile materials, such as pictures, objects and charts, and the use of gesture and modelling. The main source of support is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion or in areas from the Understanding strand. This allows learners to talk about differences and similarities that they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan.

Communicating

Foundation to Year 2 content descriptions	Content elaborations

Socialising
 	
Participate in simple interactions with their peers and the teaching team using high-frequency signs, non-manual features and gestures to talk about self, family and class activities
 	
[Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing]
	• using greetings and farewells following modelled signs such as *Hi, How are you? Bye, Good morning, Pleased to meet you* and *See you later*
	
	                 br+htf
	HELLO / WELL PRO-2
	BYE
	GOOD MORNING
	PLEASED-TO c+MEET+f
	SEE+f LATER
	
	• asking and answering questions that require an affirmative or negative response, for example, *Do you like biscuits?*
	
	   br+htb br+htf
	BISCUIT / PRO-2 LIKE
	
	• asking and answering simple questions about family, friends and pets, such as *Do you have a dog? How many brothers do you have? My birthday is in May*
	
	                 br+htf
	PRO-2(wh) HAVE DOG
	                br+htb bf+htf
	BROTHER PRO-2(wh) HAVE / HOW-MANY
	          br+htf
	POSS-1 BIRTHDAY / FS:MAY
	
	• describing the appearance of people or objects using simple statements and supporting pictures or props, for example, *He has curly hair, That dog is enormous!*
	
	PRO-3 HAVE HAIR CL:1-CURLY
	      br char
	PT+dn DOG / REAL BIG

Foundation to Year 2 content descriptions	Content elaborations
	• expressing likes and dislikes using simple statements such as *I like pink, I don't like blue, I hate dogs, I love cats*

	hn
	PRO-1 LIKE PINK
	     br hs
	<u>BLUE</u> / PRO-1 NOT^LIKE
	        br char
	ALL DOG / PRO-1 HATE
	        br char
	ALL CAT / PRO-1 RATHER

	• expressing feelings using lexical signs and affective NMFs, for example, *I'm happy* or *She's cranky*
	char <u> </u> PRO-1 HAPPY char <u> </u> PRO-3 THINK^BAD
	• using formulaic language to express wishes for particular occasions or events, for example, *Happy birthday, Good luck, Congratulations!*
	LUCK^GOOD HAPPY BIRTHDAY CONGRATULATE
	• making arrangements using simple time markers without numerical incorporation, for example, *today, tomorrow, next week*
	TODAY TOMORROW NEXT-WEEK
	• referring to family members and classmates by fingerspelling a name or using a sign name • describing what they are doing in class activities using plain verbs, for example, *I run, I receive a certificate*
	PRO-1 RUN PRO-1 RECEIVE CERTIFICATE

Foundation to Year 2 content descriptions	Content elaborations
Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures *[Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying]*	• participating in games or songs that involve the use of repeated phrases, expressions, actions and NMFs, for example, *I went to market and I bought … The wheels on the bus …* PRO-1 GO-POINT+rt MARKETING / B UY FINISH WHEEL ON FS:THE BUS • following instructions by locating or moving classroom objects in activities that involve concepts such as space, place and memory • using appropriate signs and NMFs when taking turns in games such as 'Go Fish' • participating in collaborative tasks that involve selecting, exchanging or classifying objects by attributes such as shape, colour or number • using closed questions and affirmative and negative answers when swapping or 'buying' objects
Develop interaction and communication skills for participation in regular class routines and activities *[Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention]*	• recognising and using fingerspelled names for roll call and games • following instructions for class routines, such as *Get into a circle, Line up, Look this way* CL:2H-4-GET-INTO-A-CIRCLE QUEUE f+LOOK+lf • asking for help or permission, for example, *Please help, Can I …?* PLEASE f+HELP+c br+htf PRO-1 CAN……… • gaining attention in appropriate ways, 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 • using voice-off when possible while signing and keeping appropriate signing space between signers • positioning seating to keep visual communication clear or sitting across from/opposite signers when communicating • using visual applause to show enjoyment of entertainment or commendation

Foundation to Year 2 content descriptions	Content elaborations
Informing Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks *[Key concepts: information; Key processes: identifying, categorising responding, gathering]*	• responding to signed information such as class messages or short introductions, for example by identifying names, school locations, numbers or times • identifying and applying specific information in Auslan texts to complete guided tasks such as colouring-in and craft activities • gathering information from each other about topics such as family members, favourite foods, toys and games to report back to the class using familiar structures and modelled language, for example, HOW MANY/BROTHER/SISTER? • identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape, for example when interacting with materials and objects • identifying and categorising signs according to handshape • following an Auslan text to gain information needed to complete an action-based activity such as an obstacle course
Present information about self, family, school and significant objects, using modelled signs and formulaic phrases *[Key concepts:self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting]*	• describing an object, animal or person using familiar lexical adjectives such as RED, TALL and SMALL • 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 list buoys • labelling objects in the classroom with pictures of signs • recounting a class excursion, sequencing events through the use of familiar signs, gestures and photos • reporting aspects of their daily routines using modelled signs and visual prompts • sequencing points of signed information needed to complete an action-based activity such as a treasure hunt
Creating Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs *[Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing]*	• viewing recorded or live children's stories and nursery rhymes in Auslan, for example National Simultaneous Storytime books, demonstrating understanding through drawing, gesture, modelled signs or voice • responding to short expressive texts that involve the movement of people, animals and/or vehicles through drawings, familiar signs or re-enactments with puppets or props • playing with key elements of short signed stories, for example by mimicking facial expressions or repeated signs

Foundation to Year 2 content descriptions	Content elaborations
	• interacting with a signing puppet or doll in an imaginary setting, for example by signing simple questions such as *What is your name? What do you like to do?* bf+htf POSS-2 NAME WHAT bf+htf PRO-2(sh) LIKE FS:DO WHAT/ • 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 • shadowing non-manual features in short Auslan poems or stories
Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions *[Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating]*	• using iconic signs to create variations to actions involved in familiar nursery rhymes, such as 'Incy Wincy Spider' • exploring emotions through the use of NMFs, for example by re-enacting a familiar scenario and modifying emotions each time, for example by switching from fear to excitement to anger • 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* • PRO-2(sh) THINK PRO-1 SHY • using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar stories or rhymes • enacting the movements and characteristics of a particular animal through the use of constructed action
Translating Translate words used in everyday contexts from Auslan into English and vice versa *[Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining]*	• 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 • comparing and contrasting the iconicity of some simple signs and how similar they are to the object/referent, for example, drink, food, kangaroo, considering how this may help with translation between languages • explaining to family and friends the meaning and use of simple signs and expressions, for example, dog, cat, bird

Foundation to Year 2 content descriptions	Content elaborations
Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words *[Key concepts: meaning, code, bilingualism; Key processes: labelling, creating]*	• using images of Auslan signs to name and label familiar objects and classroom items, using posters, word cards with pictures or alphabet cards with images, for example, *A is for apple* with fingerspelled letter for A • creating and using handshape images to represent signs and label with words, for example, flat hand = *fish* • making their own bilingual picture dictionaries with English labels, images of signs and simple descriptions of signs
Expressing identity Describe aspects of themselves, such as family, school/class and languages they use, considering, how these different elements contribute to their sense of identity *[Key concepts: identity, similarity, difference, self, family, belonging. Key processes: noticing, identifying, describing, explaining, comparing]*	• describing themselves and their family using pictures, photos and family trees as supports • identifying themselves as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating simple digital presentations • exploring the concept of collective identity, for example by considering and explaining the meaning of Deaf community • describing friends, favourite places, objects and languages they know, or are learning, as markers of their identity • noticing and comparing their use of signs or expressions from different languages when communicating in English or Auslan

Reflecting
 	
Notice what is similar or different to their own language and culture when interacting with stories, games and artistic expression from Auslan and Deaf culture
 	
[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]
	• responding to teacher prompts in Auslan or English, for example, *What do you see? … or What do you notice about …?, Why do you think that …? How is this similar / different …? t*o capture their impressions when viewing images, video clips or stories in Auslan
	
	                  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 and stories, for example, ways of playing games, telling stories or interacting at school, home and in the community

Foundation to Year 2 content descriptions	Content elaborations
	• describing how it feels to use Auslan to communicate or to watch Auslan being used by others, for example by responding to the question, What are the main differences you notice when observing a conversation between hearing people and one between deaf people? • discussing changes or adaptations they have to make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them and maintaining eye contact

Understanding

Foundation to Year 2 content descriptions	Content elaborations
Systems of language Recognise that ideas can be expressed through English words or Auslan signs, understand that signs have set handshapes, movements and locations and identify and reproduce handshapes independently *[Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding]*	• realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming • identifying the handshape of a sign, for example fist handshape for MY or 5 handshape for COCKATOO • recognising major types of path movements • understanding that Auslan handshapes, movements and location are equivalent to sounds in English • noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling • recognising that some signs link to the visual images of referents, for example, HOUSE, TREE, and some do not, for example, SISTER, WHY, PEOPLE • understanding that while English is spoken and heard as well as written and read, Auslan is usually uniquely 'through-the-air' and not written down • experimenting with different ways of recording signs, including video, writing an English word or drawing pictures
Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space *[Key concepts: signing space, beginning and end point of signs, modification; Key processes: noticing, identifying, recognising]*	• describing the range of signing space in normal signed discourse • comparing and contrasting Auslan and English pronouns • 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, point can mean a *person* or *tree* or *pole*
Recognise that groups of words are combined to make a clause, that Auslan has word classes such as nouns, verbs or adverbs, and recognise statements or questions based on non-manual features *[Key concepts: sign classes, clauses, sign order; Key processes: recognising, observing]*	Nouns • understanding that nouns represent people, places, concrete objects or abstract concepts • recognising that there are three types of nouns: common, proper and pronouns • observing that names of people and places can be represented through fingerspelling or sign names Adjectives • knowing that an adjective provides information about a noun, such as its colour or size Verbs • understanding that a verb tells what is happening, and recognising that there are five types of verbs: action, thinking, relating, feeling or possessing verbs

Foundation to Year 2 content descriptions	Content elaborations
	• noticing there is no equivalent of the verb 'to be' in Auslan, which is a significant difference to English Adverbs • exploring lexical signs that represent *when, where* and *how* information (adverbs), noticing that how can also be represented with NMFs and that where is often represented with a DS, but sometimes with lexical signs Clauses • recognising 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 a basic clause typically 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 clauses that are statements and those that are questions
Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose *[Key concepts: text, text types; Key processes: recognising, noticing]*	• recognising that texts are created to achieve different purposes, for example some texts tell stories or entertain while others give information • noticing differences in facial expressions of a signer when presenting different types of text, for example a procedure versus a narrative
Language variation and change Understand that all languages including signed languages vary and borrow words and signs from each other	• 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

Foundation to Year 2 content descriptions	Content elaborations
Language awareness Recognise that Auslan is one of many languages used in Australia and around the world *[Key concept: language diversity; Key processes: identifying, recognising]*	• 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
Recognise that many languages are well-documented and widely used while others are less documented and robust *[Key concepts: documentation, language use, vitality; Key processes: identifying, recognising]*	• 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
Role of language and culture Notice 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 *[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]*	• 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 learning Auslan involves entering into a visual world or culture, for example by exploring different connections with physical space, such as being able to communicate through windows, or from a distance • exploring how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing?* • recognising the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture • recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact appropriately with teachers and each other to talk about themselves, family, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective NMFs. They interact in familiar classroom routines by responding to requests, such as *line up* and *look this way.*

> QUEUE
> f+LOOK+lf

They ask and respond to simple questions and distinguish between statements and questions using grammatical NMFs. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols such as maintaining eye contact, responding to and gaining attention, by waving or tapping a shoulder or table. They identify specific information in signed texts, such as properties related to colour, number, size or shape, and describe people and objects, for example, *She is five years old, He has two brothers, My dog is brown with a white nose, This ball is blue and smooth.*

> PRO-3 FIVE-YEARS-OLD
> PRO-3 HAVE TWO BROTHER
>   <ins>   br</ins>
> POSS-1 DOG BROWN / NOSE WHITE
> PT+dn BALL BLUE / CL:B-SMOOTH-BALL

They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events, using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements and portray characteristics through the use of constructed action. Students identify similarities and differences in ways they interact when communicating in English and in 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, NMFs and gestures and can be expressed through whole signs or fingerspelling. They identify and categorise signs according to handshape and recognise major types of path movements. They recognise that some signs link to visual images, for example TREE, ELEPHANT. They know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning such as when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs 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 their Auslan class. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They 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 in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. 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. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the broader school environment, with some sharing of their learning at home. They also have some access to the wider Deaf community and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.

Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Auslan, such as computer games or online videos. They may be exposed to texts developed for deaf children as a way of developing their cultural awareness.

Features of Auslan language use

Learners at this stage are increasingly aware of differences between Auslan and English. They are developing a wide range of vocabulary and can use simple clause structures to generate their own ideas in structured tasks. They use depicting signs to talk about simple movements and shapes, and with support can represent the viewpoint of a single participant through constructed action. They begin modifying more indicating verbs for present referents and use specific time marking incorporating numerals in their recounts. They are learning to use NMFs to mark manner on verbs or to express negation. Students at this level explore cultural constructs and practices and the language associated with these.

Level of support

The primary support for learners is the Auslan teacher, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Form-focused activities, particularly those increasing the child's metalinguistic awareness, build student's grammatical knowledge and support the development of accuracy and control in Auslan. Tasks and activities are carefully scaffolded and resourced with supports such as pictures, flashcards, gestures, objects and multimedia. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Learners use Auslan for classroom routines and structured learning tasks, and for watching texts. They are supported by the teacher to notice and discuss aspects of Auslan and Deaf culture, and to compare Auslan to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Auslan, as well as for accessing some printed material related to topics in the Understanding strand.

Communicating

Years 3 to 4 content descriptions	Content elaborations

Socialising
 	
Communicate with each other and the teaching team about aspects of their personal worlds, daily routines, preferences and pastimes
 	
[Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences]
	• asking each other about their daily routines, interests or pastimes, for example, *How do you get to school? What time do you go to bed? What do you do in your free time?*
	
	          br+htb bf+htf
	SCHOOL PRO-2 GO-TO / HOW
	
	                           bf+htf
	PRO-2 REGULAR GO-TO-BED/ WHAT TIME
	
	          br+htb bf+htf
	POSS-2 FREE TIME / PRO-2 FS:DO WHAT
	
	• recounting personal experiences using specific time-related signs and conjunctions, such as *before, after, a long time ago, in two weeks, one month ago*
	
	BEFORE
	AFTER
	LONG-TIME-AGO
	FORTNIGHT
	LAST-FOUR-WEEK or ONE MONTH AGO
	
	• recounting classroom events using some indicating, plain and depicting verbs
	• describing activities they have completed, interests or favourite pastimes, using modifications to show manner, for example, *I worked a bit on it … then I worked really hard; I swim really fast*
	
	PRO-1 WORK+lf LITTLE+lf / LATER
	                             cheek-puff
	PRO-1 WORK-REALLY-HARD+rt
	              stress
	PRO-1 SWIM FAST

Years 3 to 4 content descriptions	Content elaborations

	• expressing preferences in relation to people, places or things, for example, *I like maths better than science, I like music best!*
	
	                                hn
	 MATHS+rt / SCIENCE+lf / PT+rt(wh) PRO-1 LIKE
	       br hn
	 MUSIC / PRO-1 LIKE BEST
	
	 • interacting with Auslan users and members of the Deaf community to share details of their personal worlds
	 • identifying significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example, *Do you know Jessica, hearing, tall, thin? My Dad is very funny*
	
	                            br+htb
	 FS: or NS:JESSICA HEARING / TALL / THIN /
	        br+htf
	 PRO-2 KNOW
	         br stress
	 POSS-1 DAD / FUNNY

Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions *[Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help]*	• working together in collaborative tasks such as cooking or craft activities • following directions for activities such as a treasure hunt or creating a garden, using prepositions and placement of signs in location, 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)

Years 3 to 4 content descriptions	Content elaborations

	• negotiating roles and responsibilities in shared learning activities, using expressions such as *You do that, I'll do this; What do you want to do?*
	
	PRO-2 FS:DO PT+rt / PRO-1 FS:DO PT+dn
	                   bf+htf
	PRO-2(wh) WANT FS:DO WHAT
	
	• attracting attention or asking for clarification or help to complete tasks, for example, *Can you help, please? Please explain that again*
	
	                             br+htf
	[PRO-2] CAN f+HELP+c PLEASE
	EXPLAIN+c PT+dn AGAIN / PLEASE
	
	• playing games that involve identifying and classifying specific points of information, for example, Celebrity Head
	• understanding and using expressions of support, encouragement or praise during shared activities, for example, *Well done, Keep going, Not bad!*
	
	EXCELLENT
	GOOD CONTINUE
	NOT^BAD

Respond to questions,, directions and requests and use non-manual features and simple questions and statements to ask for help, indicate understanding or agreement and negotiate turn-taking
 	
[Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention]
	• responding to classroom instructions such as *Find a partner and sit down*
	
	FIND ONE PARTNER PLUS SIT-OPPOSITE
	
	• attracting attention or asking for help, repetition or clarification, for example, *Excuse me, Please sign that again, Do you mean …? Can I interrupt?*
	
	EXCUSE PRO-1
	PLEASE SIGN PT+dn AGAIN
	               br+htf
	PRO-2 MEAN
	                       br+htf
	PRO-1 INTERRUPT / CAN

Years 3 to 4 content descriptions	Content elaborations
	• negotiating turn-taking, for example by using visual or tactile methods in taking or yielding a turn in interactions, *It's my turn, You can go next* [POSS-1] f+TURN+c hn PRO-2 CAN lf+TURN+f • using back-channel, for example, furrowed eyebrows or head tilt to indicate understanding or lack of understanding, or raised eyebrows or head nodding to indicate interest or lack of interest • gaining the attention of a group or an individual, for example by flashing classroom lights, waving or multiple tapping or tapping or pointing to alert third parties • maintaining eye contact when communicating
Informing Organise and summarise key points of information obtained from different types of Auslan texts *[Key concepts: sequence, information; Key processes: organising, summarising, retelling, recording ,recounting]*	• retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task • watching Auslan texts that show people expressing likes and dislikes, and recording observations in table form • watching a signed presentation by a teacher, peer or visitor and identifying specific points of information • surveying peers in relation to their interests and preferences, summarising findings in formats such as profiles, charts or graphs • following the steps of a signed demonstration or procedure such as baking/cooking or simple science experiments, checking with each other about ingredients and processes • recounting in correct sequence the main points of a shared event such as an assembly performance or sports carnival
Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts *[Key concepts: sequence; Key processes: presenting, recounting]*	• working in groups to create an informative video or display about their school • recounting to the class a personal or community experience such as a holiday or weekend event • presenting routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions • sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams • providing information needed to complete an information-gap activity

Years 3 to 4 content descriptions	Content elaborations
	• recounting in correct sequence the main points of a shared event such as an assembly performance or sports carnival
Creating Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing *[Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing]*	• viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events • participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game 'Space Jump' • engaging with different kinds of Deaf expression such as handshape poems or art, indicating their response using lexical signs such as *love it, It's OK, Hate it, Makes me feel.........* LOVE PT+dn ALRIGHT HATE PT+dn MAKE PRO-1 FEEL • comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other • retelling favourite elements of a signed story using modelled signing • drawing a personal interpretation of a 'visual vernacular' description of a character's appearance
Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports *[Key concepts: play, imagination, character; Key processes: creating, performing, retelling]*	• assuming the role of a character from a story and responding to signed questions from classmates, such as *Pinocchio, why is your nose so long?* • creating and performing a story from the viewpoint of a single character or narrator • participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story such as *I went to market and bought …* • retelling a wordless animation, modifying NMFs and lexical signs to indicate manner, for example, walk, sprint, march • creating a humorous skit using constructed action that involves interaction between two characters • using a 'visual vernacular' description to create an imaginary character, incorporating both physical attributes and personality traits • working with classmates to use hands to visually represent an object or animal

Years 3 to 4 content descriptions	Content elaborations
Translating Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret _[Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating]_	• participating in shared reading of texts such as the Auslan–English versions of 'The Wrong Book' and answering questions about unfamiliar signs and word/sign matches and mismatches in the text • identifying and comparing key signs and words in Auslan and English versions of favourite stories, for example, 'The Three Little Pigs' and 'The Old Woman Who Swallowed a Fly', noticing how signs can represent concepts which might not have a direct match in English • translating popular children's songs into Auslan, for example, 'Happy Birthday' • playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example, matching cards associated with weather or animals in both languages • collecting and noting a list of gestures commonly used by hearing people when speaking English that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch
Create bilingual versions of texts such as English captioned recordings of Auslan phrases _[Key concepts: meaning, representation; Key processes: creating]_	• creating captions in English for short recorded signed phrases • creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in the different languages for different audiences • developing a simple handshape dictionary • creating cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game
Expressing identity Interact with others, noticing how their ways of communicating and responding to each other shape and reflect their sense of identity _[Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing]_	• using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they identify with, for example, friends, family, sporting, interest and community groups, discussing how these associations contribute to their sense of identity • creating a profile to capture their sense of self, for example, through creating an avatar or montage, using key signs, fingerspelled letters, or simple Auslan expressions in a digital file to comment on the significance of particular characteristics, traits or experiences • discussing how their own upbringing and experiences impact on assumptions they bring to interactions with people who have different backgrounds or experiences, for example, in relation to concepts such as leisure, communication, family and community • reflecting on whether assumptions they bring to the learning of Auslan change through the learning experience • noticing and comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages

Years 3 to 4 content descriptions	Content elaborations
	• observing and documenting their own development as learners of Auslan, for example, by recording learning experiences and reflections in blogs, learning logs or journals • identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender
Reflecting Describe some ways in which Auslan and associated communicative and cultural behaviours are similar or different to their own language(s) and forms of cultural expression *[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]*	• 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 • comparing their own and each other's reflections on the experience of learning and communicating in Auslan, and considering whether their attitudes or understandings have in some respects changed • reflecting on similarities and differences in language and communication that relate to culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed • reflecting on differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike the common use of names in Australian English

Understanding

Years 3 to 4 content descriptions	Content elaborations
Systems of language Identify the movement and location of different signs and notice how elements can be combined and Auslan can be transcribed to assist learning *[Key concepts: orientation, hand dominance, iconicity, NMFs, transcription; Key processes: identifying, recognising, comparing]*	• identifying the location of a sign on the body or in space • recognising signs with a change in handshape, as in HAVE, BIRD, or in orientation, as in CAN-NOT • understanding that NMFs are important in sign language for showing feelings and for marking forms such as questions • identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (the paper hand) within two-handed signs • noticing the location of contact between hands in double or two-handed signs and identifying signs associated with these locations, for example, TUESDAY and TOILET or MONEY or J (name sign) or POINT and GOAL • comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to sound images of the referents, such as animal noises, or words for sounds such as *bang* • learning to read simple glosses produced by the teacher and understanding that the English word used is not an exact match for the meaning of the sign
Further develop understanding of how space is used in Auslan to show who is involved in an event through meaningfully locating nouns and verbs, the use of DSs and enacting *[Key concepts: space, function of points, indicating verbs, depicting signs, CA; Key processes: recognising, discussing, comparing]*	• recognising that non-body anchored nouns can be located in space and identifying instances of this • discussing the functions of different pointing signs, such as pronouns, determiners, locatives • understanding that Auslan can show who is involved in a verb by sometimes changing the direction of the movement or orientation of the handshape • noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text • identifying instances of DSs with appropriate support • comparing English adjectives with SASS DSs • knowing that signing involves either *telling*, with signs or written or spoken words, or *enacting* (constructed action)
Recognise and use elements of clause structure, for example, expanding nouns into noun groups/phrases or verbs into verb groups/phrases and using conjunctions to shape structure	Noun groups • 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 • distinguishing between proper nouns and common nouns, and identifying whether common nouns refer to a concrete or abstract entity

Years 3 to 4 content descriptions	Content elaborations
[Key concepts: noun groups, verb groups, conjunctions, clause coordination; Key processes: recognising, distinguishing, observing]	• noticing that adjectives modify nouns • recognising that expanding a noun into a noun group enriches meaning Verb groups • recognising that a verb group is a group of words built up around a verb • noticing that adverbs modify the meaning of verbs. • exploring different semantic types of verbs used for specific purposes, for example, • *doing* and *saying* verbs in narrative texts to show how information is provided about what characters do and say • *sensing* verbs that allow readers to know what characters think and feel • *relating* verbs used when constructing definitions and descriptions Conjunctions and clause coordination • identifying signs that are used to join clauses together, such as AND, BECAUSE • understanding that short pauses can be used for different purposes, such as for separating items in a list Clauses • understand that a clause is a unit of grammar which must contain a verb of some kind and usually contains participants • 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 and wh- questions and statements and their corresponding NMFs • learning how time is represented through adverbial groups such as IN-2-WEEKS, THREE DAYS AGO • understanding how DSs and adverbs can provide extra information about an activity
Recognise characteristic features of different types of texts, and similarities and differences in Auslan and English versions of similar text types, and notice how texts build cohesion *[Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing]*	• recognising that texts are made up of one or more clauses, which have one or more signs in them and which together make meaning • discussing and comparing the purposes of familiar texts such as class discussions or stories • comparing a short text in Auslan with an equivalent English text, noticing similarities and differences in their structure and language features • observing how texts build cohesion, for example by using different signs to refer to the same person

Years 3 to 4 content descriptions	Content elaborations
Language variation and change Recognise that there is variation in Auslan use, for example in different locations or physical environments	• 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 to 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 deaf blind people's use of hand-over-hand signing, tactile fingerspelling
Language awareness Develop awareness of the social and cultural nature and context of Auslan and other sign languages *[Key concepts: communication, language, culture, accessibility; Key processes: identifying, describing, recognising]*	• 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 Françaises; 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 use of signed languages is culturally determined and shaped by the beliefs and values
Explore the vitality of Auslan and other spoken and signed languages *[Key concepts: language vitality, language use; Key processes: understanding, exploring, recognising]*	• 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 • 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

Years 3 to 4 content descriptions	Content elaborations
	• 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
Role of language and culture Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan *[Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]*	• exploring culture as an essential part of human life, understanding that it is shared, 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 this understanding applies to 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 cultural values and beliefs, for example the signed phrase, *mother, father deaf,* MOTHER^FATHER DEAF offered as introductory information, references additional understanding and shared knowledge of context, background and identity

Years 3 to 4 Achievement Standard

By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols such as gaining attention by waving, tapping or pointing to alert third parties and maintaining eye contact when communicating. They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports, modifying non-manual features and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words, and recognise that there are signs that have no single English word equivalent. 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. 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

Learners at this level are expanding their social networks, experiences and communication repertoire in both their first language and Auslan. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of nature of the Deaf community in Australia. They notice similarities and differences between Auslan and Deaf culture and their own language(s) and culture(s).

Auslan language learning and use

Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase, form questions to request information, interview others, plan, rehearse and deliver short presentations, and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.

Contexts of interaction

Learners use Auslan to interact with the teacher and their classmates, and may use technology to communicate with deaf peers in other contexts. Tasks are typically structured, collaborative and at times competitive, such as group performances, class displays or games. Language development and use are incorporated into collaborative and interactive learning experiences and activities. Learners may notice the use of Auslan in the community, such as in the media.

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 Auslan and Deaf culture through resources created for the Australian Deaf community, such as children's television programs, websites, or video clips. In addition, they make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan language use

Learners are expanding their knowledge of vocabulary and sentence construction. With support they use constructed action to show characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. Learners are developing a metalanguage for describing aspects of Auslan and how it is structured. They are increasingly aware of the connection between language and cultural practices and compare such connections to their own language and culture.

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. Students reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

Support provided by the teacher at this level includes explicit instruction, description, and comparison of Auslan and English, modelled language use and examples of texts, and feedback on and review of student work. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners need practice and guidance in using dictionaries, especially Signbank, and access to word charts, vocabulary lists and examples when translating and creating texts.

The role of English

Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks and English for open-ended, comparative tasks that develop learners' understanding of language and culture. English may also be used to research cultural issues where the source text is not available in Auslan.

Communicating

Years 5 to 6 content descriptions	Content elaborations

Socialising
 	
Share ideas and feelings about people they know, their daily lives, social activities and the school community
 	
[Key concepts: experience, interaction, interests, relationship; Key processes: describing, discussing, responding, comparing, expressing feelings]
	• describing experiences they have enjoyed and how they made them feel, for example, *I felt excited to have a Deaf visitor come to my school*
	
	<ins> br+htb </ins> <ins> char </ins>
	ONE DEAF VISITOR rt+COME+c POSS-1 SCHOOL / PRO-1 FEEL EXCITED
	
	• discussing aspects of their school experience, using familiar lexicalised fingerspelled signs to talk about shared places or people they know, for example, *Mr Smith is our principal*
	
	MY TEACHER MR FS:SMITH
	
	• responding to each other's comments, for example by nodding or head shaking to indicate feedback such as
	
	        hn
	SAME PRO-1
	       br hs
	PRO-1 TOO / NOT
	
	• comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example, *We go to the beach for three weeks in summer, I go bushwalking on weekends, I go to my friend's house a lot during the holidays*
	
	    br+htb
	SUMMER / PRO-1+PL GO-POINT BEACH STAY+rept THREE WEEK
	            br+htb
	EVERY-WEEK WEEKEND / PRO-1 BUSH WALK
	        br+htb
	DURING HOLIDAY / GO-POINT+rept FRIEND HOUSE
	
	• discussing shared experiences of school events, for example, *I enjoyed the school play but it went far too late*, using appropriate interactional strategies when communicating in pairs or in groups, for example, using NMFs and eye gaze to gain, hold or finish a turn
	
	                br pah
	PT+rt SCHOOL PLAY / PRO-1 ENJOY / #BUT TOO-LATE /

Years 5 to 6 content descriptions	Content elaborations
	• describing relationships between members of their families or between classmates, for example, *She's my cousin, They are best friends*

	br+htb
	PRO-3 / POSS-1 COUSIN
	  br+htb
	  PRO-3+PL / BEST FRIEND

	• comparing attributes or characteristics of classmates or classroom objects, for example, *Sam is fast, Joe is faster but Chris is fastest; This is the best computer*
	stress more stress FS:SAM FAST / FS:JOE FAST / BUT FS:CHRIS WORSE FAST PT+dn / BEST COMPUTER
	• expressing feelings about a recent or upcoming event, for example, *I am excited about the holidays, I was sad when my friend moved away*
	br+htb char PT+rt HOLIDAY / PRO-1 EXCITED (pah) br+htb char POSS-1 FRIEND PAST f+MOVE-AWAY+rt / PRO-1 SAD
Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions *[Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising]*	• working collaboratively to plan a performance or presentation for a younger class, for example on aspects of Deaf culture or Auslan • expressing preferences in relation to roles and responsibilities in shared learning activities, using statements such as *I would prefer to do that; I'd rather not do this*
	PRO-1 RATHER FS:DO PT+f PRO-1 RATHER NOT FS:DO PT+dn
	• negotiating with a partner to prioritise or sequence tasks when planning a learning activity, using language such as *Let's do this first then we'll do that, That's more important than that*
	br FIRST(wh) PRO-1+PL FS:DO PT+dn / FINISH / PRO-1+PL FS:DO PT+f hs PT+dn MORE IMPORTANT / NOT PT+rt

Years 5 to 6 content descriptions	Content elaborations
	• organising activities such as excursions or talent shows, using expressions related to place, time and numbers, for example, *Where are we meeting? What date is the event? How many people will be there?* $\overline{\hspace{4cm}\text{br+htb}}$ $\overline{\text{bf+htf}}$ PRO-1+PL(2H) WILL CONFERENCE / WHERE $\overline{\text{br+htb}}$ $\overline{\text{bf+htf}}$ OCCUR / WHAT FS:DATE $\overline{\hspace{2cm}\text{br+htb}}$ $\overline{\text{bf+htb}}$ PEOPLE WILL PT+rt / HOW-MANY • playing games that involve detailed information exchange, such as 'Guess Who?' asking for and supplying descriptions, for example, '*Does he have a beard?' 'Does she have black hair?' 'No, he is small*' $\overline{\text{br+htb}}$ $\overline{\text{br+htf}}$ BEARD2 / PRO-3 HAVE $\overline{\text{br+htb}}$ $\overline{\text{br+htf}}$ HAIR BLACK / PRO-3 HAVE $\overline{\text{hs}}$ NOTHING / PRO-3 LOW • allocating responsibilities for the completion of shared tasks, such as following a recipe or building a model • carrying out simulated transactions in different contexts
Communicate appropriately while involved in shared learning activities, for example by asking and responding to questions, managing interactions, indicating understanding and monitoring their learning *[Key concepts: agreement, clarification, protocol, reflection; Key processes: responding, agreeing, monitoring]*	• responding to signed class and school announcements such as assembly procedures • showing agreement or disagreement or asking for clarification, for example, *I see … I don't think so … What for?* $\overline{\hspace{4cm}\text{hn}}$ PRO-1 UNDERSTAND / RIGHT-YEAH $\overline{\text{hs}}$ PRO-1 THINK-NOT $\overline{\text{bf}}$ WHAT #FOR

Years 5 to 6 content descriptions	Content elaborations
	• using discourse markers in conversation to indicate understanding, attention or consideration, for example, *Well … Umm* G(5-WIGGLE):ERR • respecting protocols for interrupting conversations, for example by walking between signers, waiting for eye contact and pauses in signing and using language, such as *Sorry to interrupt* SORRY / c+INTERRUPT+f • monitoring their own and each other's learning, for example by making comments such as *Now I get it – I didn't know that … Thank you – that was really clear* REALISE / KNOW-NOT THANK-PRO-2 PT+f CLEAR • following appropriate protocols when interacting with interpreters, for example not standing between the interpreter and the deaf person • using non-auditory ways of signalling enjoyment, support or encouragement in large group or audience activities, for example, by foot stomping at a deaf basketball game
Informing Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts *[Key concepts: routine; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing]*	• identifying specific points of information in procedural or descriptive Auslan texts, responding to signed comprehension questions • paraphrasing the content of selected Auslan texts such as community announcements and relaying the information to others • using information collected from peers about home and school routines, presenting findings to the class using visual supports/graphic organisers • viewing Auslan texts from other content areas, using DSs to explain key concepts, such as states of matter or climate variation • forming and signing questions to request information from a deaf organisation or person needed to produce a digital text such as a brochure or program • interviewing Deaf peers or other Auslan users and noting unfamiliar signs, recoding and classifying these in their personal sign dictionaries

Years 5 to 6 content descriptions	Content elaborations
Conveying and presenting information Convey information in different formats to suit different audiences and contexts *[Key concepts: audience, context, ; Key processes: presenting, creating]*	• assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and giving simple directions to navigate the school • creating a rehearsed digital report/reflection for a school website on the experience of interacting with Deaf visitors • presenting information for Deaf visitors at a school Open Day about significant school or community events, such as festivals or sports carnivals • presenting information about a Deaf organisation or community activity to engage the interest of the wider school community using visual support • explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations • planning, rehearsing and delivering short presentations about their use of Auslan in different contexts, taking into account context, purpose and audience • explaining a procedural text such a recipe
Creating Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences *[Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting]*	• viewing a signed narrative text and responding by drawing a storyboard that identifies and sequences key events • viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience • 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 • engaging with different examples of Deaf humour, such as 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 *Labyrinth* • tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as *So You Think You Can Dance*
Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings	• creating and performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as eye gaze change, body shift and head orientation change • retelling a story to compare characters' perspectives using referents • working collaboratively to create a visual representation of a face, using the hands and bodies of at least two classmates, such as the hand-faces in *Labyrinth* • using 'visual vernacular' to create a humorous skit for a younger group of Auslan learners

Years 5 to 6 content descriptions	Content elaborations
[Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing]	• 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
Translating Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation *[Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing]*	• finding and using phrases that have direct translations between Auslan and English, for example, *Goodnight, Happy birthday* • translating an Auslan version of a well-known text, such as the first verse or chorus of the Australian National Anthem, considering why some words or expressions require freer translation than others to achieve equivalence • viewing and discussing the quality of online Auslan translations, such as the *Catching Fire* series of safety videos • shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking • demonstrating the use of a bilingual online dictionary (Signbank), for example by looking up various meanings of the word *run* and comparing variation in signs for the concept in different contexts, and using it to translate Auslan texts into English and vice versa • using resources such as Signbank to identify words which might not have a direct sign equivalent, for example, *jewellery, pets* and other collective nouns
Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters *[Key concepts: bilingualism, meaning; Key processes: creating]*	• composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements • constructing and co-maintaining a bilingual website with a Deaf school • creating bilingual texts for younger children, such as an online Auslan–English dictionary of school-specific vocabulary
Expressing identity Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community, the hearing community, and important historical Deaf figures	• evaluating how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating • creating identity charts for important historical Deaf figures, noting factors that may have impacted on their identity development • viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their own experiences to those described by deaf children and adults in the footage

Years 5 to 6 content descriptions	Content elaborations
[Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing]	• making and sharing 'hand identity charts' to illustrate similarities and differences in how students define themselves and how others might define them, using labels and descriptions in the fingers of the chart and views of others outside the handshape • exploring ideas about identity in journal writing, for example by documenting challenges and rewards relating to second language learning and identity change • surveying deaf people about their experiences and perspectives on the importance and significance of Deaf places, such as the Deaf Club, that make them feel comfortable with their sense of shared identity • recognising places that are important to the Deaf community and appreciating why they evoke a sense of identity and belonging, for example, Deaf schools, sites of important historic value such as original Deaf Society or Mission buildings or other former meeting places • describing important Deaf community identities associated with significant places, such as FJ Rose and the early Victorian deaf school site, or Eugene Salas and the original South Australian Deaf Society/Mission building
Reflecting Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan *[Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting]*	• examining misconceptions held by some hearing people about deaf people, Auslan and Deaf culture for example, the idea that all deaf people can hear with hearing aids, or that deaf people can't drive • reflecting on and providing possible explanations for assumptions deaf people might have about hearing people or about spoken languages • monitoring and recording their responses and reactions to learning and communicating in Auslan, for example by keeping a learning journal to reflect on their evolving perspectives and developing competence • reflecting on similarities and differences between spoken language and signed language users, for example when joining interactions, taking turns, using name signs, 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 in different languages and cultures

Understanding

Years 5 to 6 content descriptions	Content elaborations
Systems of language Identify and describe all elements of sign production, including handshape and its orientation, movement, location and NMFs, and explore the processes of reading and transcribing glossed texts *[Key concepts: body anchored, iconicity; Key processes: identifying, recognising, discriminating, glossing]*	• identifying some NMFs in a signed text • recognising that handshapes must be performed in a particular orientation • noticing that signs used to communicate are often produced differently from the way they are represented in the dictionary • discriminating between body anchored and non–body anchored signs • identifying some iconic signs and considering how they are iconic • 'reading' a glossed text, including indicating understanding that there are markings to show NMFs and spatial locations • glossing a text with support and identifying which signs are used and the use of any NMFs
Understand that signs can include different information including a gestural overlay and identify how signers establish spatial locations, types of DSs and ways of showing CA *[Key concepts: gestural overlay, establishing a spatial location, function of CA; Key processes: recognising, distinguishing]*	• 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, walk includes walks, walked, GO-TO includes GO-TO-often • understanding that single-digit numbers can be separate lexical items or merged into other signs, such as those for ages or adverbs of time • identifying where and how a signer has established a location in space (for example, through 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 entity, handling or SASS DSs • independently identifying instances of DSs and their type • knowing that the function of CA is to represent the words, thoughts or actions of others, and that it can be shown in many different ways, including eye gaze change, body shift, head orientation change, matching facial expressions and reference to another person
Develop understanding of the important role of NMFs in adverbs, topicalisation and joining clauses, and knowing that spatial relationships in Auslan are typically expressed with depicting signs	Verb groups • knowing that adverbs can be separate signs or NMFs • recognising that verbs can be changed to show how something occurred over time, for example by signing WATCH versus WATCH-for a long time or with lexical signs, for example, habitual aspect, inceptive aspect, iterative aspect

Years 5 to 6 content descriptions	Content elaborations
[Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing]	• 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 RUN (base form), MAN RUN+fast (manner), MAN SPRINT, MAN SPRINT-fast Adjectives • understanding that changes in mouth patterns and movement of signs can intensify adjectives, as in the case of RED+intens, PLEASED+intens, TALL+intens) Conjunctions and clause coordination • recognising that clauses can be joined through non-manual means as well as through manual signs Prepositions • knowing that some signs show relationship between other signs and are called prepositions but that typically signers use DSs to show spatial relationships Clauses • noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs, and that they can be joined by conjunctions to make longer sentences • recognising that clauses can be linked equally or unequally where one clause depends on another • noticing that parts of a sentence can be signed simultaneously in Auslan, making it hard to establish word order • recognising that the element of a sentence that a signer wants most focused on is sometimes signed first and that this process of topicalisation involves particular NMFs
Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices *[Key concepts: language features, cohesion, referent tracking, space; Key processes: identifying, analysing]*	• identifying structures and characteristic features of particular types of text that suit the purpose of the text, for example, selecting language that expresses emotion in a narrative text compared to more factual language used for objective reporting in an information report • analysing samples of particular types of text, noticing choices signers have made in the production of their text, for example the amount of CA they have used • 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, list buoys, and how such strategies help maintain interest and support understanding

Years 5 to 6 content descriptions	Content elaborations
Language variation and change Explore the impact of English on Auslan	• 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 • 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
Language awareness Explore the current status and profile of Auslan and the Deaf community in contemporary Australian society *[Key concepts: diversity, distribution, representation; Key processes: understanding, discussing, investigating, representing]*	• 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
Describe Auslan transmission and usage and the recent impact of technology on signed language documentation	• 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

Years 5 to 6 content descriptions	Content elaborations
[Key concepts: language transmission, maintenance, documentation; Key processes: describing, understanding, appreciating]	• 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
Role of language and culture 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 *[Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]*	• 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 relationships 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 are 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 to the positioning of communication partners • identifying differences in the use of personal names in Auslan and their own background language, such as Auslan signers not using a person's name sign when addressing them directly, in contrast to the use of names 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 not the same as in hearing people's experience

Years 5 to 6 Achievement Standard

By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects, and express feelings and preferences. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as *I would prefer to do that* or *You attach that there*. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action such as body shift, eye gaze and head orientation change. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.

Students discriminate between body anchored and non–body anchored signs, and recognise how those that aren't body anchored can modify their locations meaningfully. They identify iconic signs and discuss how it matches its referent, such as COMPUTER-MOUSE. They know that the function of constructed action is to represent the words, thoughts or actions of others, and that spatial relationships in Auslan are typically expressed with depicting signs. 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. Students in this pathway are continuing to study Auslan, bringing with them a capability to communicate, with some assistance, about their immediate world and the Deaf community. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these. However, learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan language and culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

At this level, students 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 of 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 Auslan might be part of these.

Auslan language learning and use

Learners interact using Auslan in classroom routines and communicative tasks. They use Auslan to compare and contrast, sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They are able to express their feelings and emotions creatively in Auslan.

Contexts of interaction

The primary context for learning remains the Auslan language class; however, there may be opportunities for interacting with deaf students from other schools and with other learners of Auslan, for example through technology and sister school relationships. Learners may be exposed to Auslan signers from the Deaf community through visiting speakers, media and community events.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for learning Auslan in school. Authentic texts created for Deaf people, such as websites, provide additional opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as community announcements, vlogs, and stories and serve a variety of purposes, such as informational, transactional, communicative, imaginative and expressive. The Deaf community is the most important resource for learning as it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan language use

Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are using more elaborated sentence structures, including conjoining clauses, and are increasingly making their texts cohesive by setting up and maintaining referents in signing space. Learners are exploring metaphorical iconicity and beginning to use constructed action to represent multiple characters in a narrative. They are increasingly aware of connections between language and culture, comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and on how identity impacts on intercultural experiences.

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. Learners require modelled language use and explicit instruction in grammatical knowledge, with comparison between English and Auslan. They need support in using dictionaries, particularly in determining base signs and choosing appropriate meanings for the context. Learners continue to access visual glossary, charts and examples to support their receptive and productive language use. 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. 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.

The role of English

Auslan is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Auslan may also be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts and more substantive discussion. English may also be used to research cultural issues where a source text is not available in Auslan. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and about the experience of learning and using Auslan.

Communicating

Years 7 to 8 content descriptions	Content elaborations

Socialising
 	
Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience
 	
[Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying]
	• varying signs and interaction patterns when socialising with different people, such as friends, visitors or people in authority
	• comparing views on issues that affect their school or community, using signs to agree or disagree, such as *Yes, I understand what you said but … I fully agree/fully disagree*
	
	      hn br hn
	YES / PRO-2 SAY WHAT / PRO-1 UNDERSTAND / BUT…
	
	      stress stress
	PRO-1 AGREE or PRO-1 DISAGREE
	
	• contributing to online videoconferencing with other Auslan users to compare and contrast aspects of their school and learning experiences
	• using appropriate turn-taking strategies through the use of NMFs, for example, *Hold that thought, Sorry to interrupt*
	
	sh HOLD-ON+f/————————————-
	2h
	
	                 hs
	dh PRO-1 NOT^FINISH TALK
	SORRY / c+INTERRUPT+f
	
	• clarifying meaning, for example by using fingerspelling to explain unfamiliar vocabulary, for example, 'DO YOU MEAN …. (fs)?'
	
	           br+htf
	FS:……….. / PRO-1(wh) RIGHT
	
	• using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount

Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation	• working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study • brainstorming, planning and working together to advertise and present an intercultural event for their year level peers

Years 7 to 8 content descriptions	Content elaborations

[Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting]	• working collaboratively to create instructional or procedural texts for younger learners
	• preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class
	• providing feedback on completed events or activities, exchanging reflections such as *Next time we should think about, Why didn't we …? That was better than expected*
	
	      br+htb hn
	NEXT TIME / PRO-1+PL MULL-OVER / SHOULD
	                               bf+htf
	PRO-1+PL DO-NOT-1H … WHY
	SURPRISE / PT+f BETTER
	
	• problem-solving around collaborative activities such as website design, science experiments or model-building, using *wh*-question forms such as *Who can solve this? What can we do next? Why isn't this working?*
	
	                             bf+htf
	WHO CAN SOLVE PT+dn / WHO
	     br+htb bf+htf
	NEXT / PRO-1+PL CAN FS:DO / WHAT
	                     hs bf+htf
	PT+dn NOT WORK / WHY
	
	• giving directions for outdoor activities such as an obstacle course or bush walk, including expressions such as *Stop when you get to … Turn right at the … Look out for …*
	
	       br+htb
	PRO-2 ARRIVE / STOP
	
	CL:1-TURN-RIGHT RIGHT PT+f
	      stress
	WATCH-2H

Years 7 to 8 content descriptions	Content elaborations

Participate in more extended interactions, for example by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom
 	
[Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising]
	• contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, such as *I hadn't thought of that aspect before …*
	
	      br+htb hs
	PT+f VIEW PRO-1 PAST THINK / NOTHING
	
	• responding to signed class and school announcements with more elaborated responses, for example, *Yes, I can help with that, but only on Thursdays …*
	
	      hn
	YES / PRO-1 HELP PT+f / CAN / BUT FS:TH ONLY
	
	• commenting on information provided by others to indicate or to clarify understanding, for example, *I am interested in what you say, but what if …? Do you mean …? Am I right when I say …?*
	
	      br+htb hn
	WHAT PRO-2 SAY / PRO-1 INTERESTED /
	      br+htf
	BUT WHAT FS:IF…
	      br+htf
	PT+dn / PRO+2 MEAN
	    br+htf br+htf
	PRO-1 SAY / RIGHT
	
	• extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons
	• organising standing or seated positions and 'signing space' when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication
	• adjusting styles of communication according to situation, for example, getting someone's attention for a non-urgent matter versus an emergency situation
	• investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example in the playground
	• sharing responsibility for providing information and context for a new participant joining a conversation

Years 7 to 8 content descriptions	Content elaborations
Informing Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests *[Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying]*	• viewing signed texts such as media reports on activities such as deaf sports, and provide an overview of different perspectives • researching signed texts such as magazine features, interviews or web posts to select information needed to prepare a signed presentation on a particular event or person • interviewing a member of the Deaf community about a historical or cultural event and using information provided to create and present a signed review • critically evaluating information obtained from signed media reports, posters, websites and brochures that involve different representations of deafness • surveying friends and family members about views on learning Auslan, analysing findings in terms of variations in understanding and attitudes • obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine
Present information on different events or experiences in order to inform, report, promote, instruct or invite action *[Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting]*	• creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People • reporting on their own and others' experiences of shared events, such as school camps, holidays or concerts • creating a video report of a significant event in Deaf history, such as the ratification of the Convention on the Rights of Persons with Disabilities (CRPD) to contribute to an e-book resource for other learners of Auslan • developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster • providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or signing choir • creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age
Creating Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements	• viewing and responding to sign poetry from around the world, for example by comparing differences and similarities in 'visual vernacular' • recognising how a character's feelings and attitudes are expressed through NMFs and manner • evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn

Years 7 to 8 content descriptions	Content elaborations
[Key concepts: expression, manner, metaphorical iconicity; Key processes: comparing, evaluating, describing, exploring, profiling]	• describing and comparing responses to the use of colour and images by deaf artists such as Juan Fernández Navarrete or Nancy Rourke • identifying and profiling Deaf artists who make use of music, for example members of the Deaf Performing Arts Network • exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home' • comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience, for example, the teen drama *Switched at Birth* with 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
Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences *[Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing]*	• creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote • participating in improvisation games, such as spontaneous responses to a stimulus, for example, *Sixty seconds to make the audience laugh, cry …* • working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers • playing with light and shadow as a means of highlighting handshapes and movement, for example in shadow puppet performances • re-creating a theatre set from a two-dimensional image using signed space • role-playing an imagined interview, incorporating elements of tension or emotion • creating a handshape poem on a selected theme, such as friendship, home or fear
Translating Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience *[Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes:*	• interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication • translating simple filmed texts in Auslan into written English captions • sight translating short English texts such as news articles or short speeches into Auslan for review by their peers • translating short texts such as children's fairytales into Auslan, considering why some elements cannot be translated literally

Years 7 to 8 content descriptions	Content elaborations
translating, interpreting, comparing, paraphrasing, summarising]	• comparing existing translations in BSL of stories such as 'Little Red Riding Hood' to Auslan versions, discussing differences in vocabulary and approaches to translation on a free to literal continuum • comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting discrepancies or variations and discussing possible reasons for these • interpreting very simple interactions between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager • discussing the fact that some words and expressions cannot be translated and are used in their original form in other languages, and considering the impact of such word or sign borrowing on the style and effect of communication • considering the bimodal nature of Auslan–English interpreting, and discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges
Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language *[Key concepts: equivalence, bilingualism; Key processes: captioning, creating]*	• capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English • captioning examples of classmates' work in Auslan, such as short stories or poems • creating translations of song lyrics for performance in Auslan • making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools • captioning and providing voice over for student-generated filmed Auslan texts, such as fairytales created for a young deaf audience • translating short, simple written or spoken language texts into Auslan, for example, instructions for a game or procedures for a recipe
Expressing identity Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on the role of Auslan in connecting and building identity for Deaf people *[Key concepts: identity, perspective, belonging, wellbeing; Key processes: reflecting, comparing, describing, discussing, investigating, analysing]*	• describing key milestones and influences in their lives, for example, significant people, events, educational experiences, community affiliations, traditions or travel experiences, using supports such as identity maps, timelines, or family trees, and considering how these different experiences help to shape identity and perspective • comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages • discussing the role that language and culture play in the identity and mental wellbeing of both deaf and hearing children and adults • analysing their identity as 'second language learners' and considering whether it involves changes in aspirations, career considerations or social-networking opportunities

Years 7 to 8 content descriptions	Content elaborations
	• investigating how particular policies and practices can affect the sense of identity of deaf people, for example, the prohibition of the use of Auslan in schools in the past • reflecting on how Auslan links the local, regional and national identity of deaf people together as a connected community • examining the link between Deaf identity and Deaf places and ways of keeping these places relevant to new generations, for example by acknowledging Deaf pioneers in the naming of these 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 semi-circles for meeting and learning spaces, open-plan areas, lighting and window placement to maximise visual access to information, for example, Gallaudet University's deaf space design principles
Reflecting Participate in and reflect on intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users and digital resources, and on how these reflect their own languages and cultures *[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]*	• reflecting on their interactions in Auslan and with Deaf culture, for example, through face-to-face or online interactions with other Auslan learners or deaf people, through visits to Deaf community places and events or through interactions with visitors to the school, analysing these experiences in terms of perceptions, understandings or attitudes • analysing their own cultural assumptions prior to learning Auslan, and considering if these have changed through the experience of learning the language • reflecting on the labels *deaf* and *hearing* and what these 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 second language learners of Auslan • reflecting and reporting on how learning Auslan provides general insights into the nature of language and culture and on how their assumptions about deaf people and ways of reading the world are changing as a result of intercultural language learning • reflecting on general social attitudes and responses to differences in behaviours or communicative styles, such as those that characterise communication in Auslan • reflecting on how their own ways of communicating may be interpreted when interacting with deaf people, and on how they need to modify 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
Systems of language Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts *[Key concepts: iconicity, transcription; Key processes: identifying, recognising, classifying, glossing, annotating, transcribing]*	• identifying and classifying NMFs in a signed text and describing their function • recognising that some signs typically though not always occur with a standard mouth gesture and that these are called multi-channel signs • understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object • identifying signs that are fully transparent, translucent or arbitrary • recognising that signed languages involve more iconicity because they are visual not auditory, with most referents having visual features • glossing a text, identifying which signs are used and transcribing spatial locations and NMFs • exploring with support software such as ELAN to annotate signed texts with some grammatical marking such as spatial modification and NMFs
Extend knowledge of elements of the Auslan grammatical system, including distinguishing real and abstract space and analysing indicating verbs, depicting signs and constructed action *[Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing]*	• understanding 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 • distinguishing between directional and locational indicating verbs • appreciating the possible production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE • identifying examples of DSs in a text, and recognising that handshape and movement represent different things in each type of DS, for example, entity: handshape is an object or person, movement is the movement or location of that object or person; handling: handshape represents a person's hands touching or moving another object, movement, how the hands move; SASS: handshape and movement shape or size • observing instances of CA in a text and discussing how it was marked
Understand and control additional elements of Auslan grammar such as the use of non-manual features for negation or conditional forms, and develop awareness	• recognising that some verbs and nouns use the same sign but change the movement in a regular way (noun-verb pairs)

Years 7 to 8 content descriptions	Content elaborations
of how signers use constructed action and depicting signs in composite utterances *[Key concepts: clause types, negation, questions, composite utterances, sign order; Key processes: recognising, analysing]*	• recognising that word classes in Auslan can differ from word classes in English, for example adjectives can function as verbs • recognising that signers may include both linguistic and gestural elements in a clause, that is, signers can *tell*, *show* or do both • noticing when signers are using composite utterances, for example those that include elements of CA, points and lexical signs • realising that various parts of a clause can be separated by means of subtle pauses and other NMFs • being able to describe various sign orders and recognising that they often co-occur with particular NMFs • understanding the different functions of a range of NMFs, such as those used for questions, topicalisation, negation or conditional forms • analysing yes-no questions and wh-questions to see the difference in question signs and NMFs
Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes *[Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing]*	• noticing that differing purposes in text creation result in differing types and amounts of signing, for example, the amount of fingerspelling used in a public lecture compared to in a private conversation • identifying linguistic structures and features typically associated with texts such as casual conversations, for example the use of back-channels or hesitations • applying knowledge of the choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating why they might have made different choices in terms of enacting through DSs or CA • analysing the effect of a signer's use of pausing in a description or information report • noticing how signers construct cohesive and coherent texts through the use of text connectives such as BUT, WELL to create links between clauses
Language variation and change Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change	• 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 *handcuffs* rather than *shoulder stripes* 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

Years 7 to 8 content descriptions	Content elaborations
	• 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 • identifying ISL (Irish Sign Language) 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
Language awareness Understand historical and contemporary factors that impact on awareness, support and use of Auslan *[Key concepts: influence, transmission, language development; Key processes: researching, investigating, exploring, describing, analysing, reflecting]*	• 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

Years 7 to 8 content descriptions	Content elaborations
	• 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
Consider the vitality of Auslan in Australia and compare it with that of other signed languages around the world *[Key concepts: evolution, development, endangerment, attitudes; Key processes: understanding, investigating, analysing, researching]*	• 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 • 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
Role of language and culture Reflect on how ways of language use are influenced by communities' world views and identities and ways in which language and culture influence each other *[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]*	• exploring the nature of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness • reflecting on ways that Auslan describes and reflects Deaf culture, comparing this to the relationship between their own hearing/background language and culture • 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 such as the number name signs of older deaf people who attended the Victorian School for Deaf Children

Years 7 to 8 content descriptions	Content elaborations
	• 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+rept-2H reflects the shared understanding of responsibility to share information and pass on knowledge • understanding that culturally significant attitudes and beliefs conveyed through Auslan are related to history and to significant individuals, places and events, for example, frustration with the use of 'voice' in front of deaf signers can be traced to the historical oppression of signed languages • 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 of full title in acknowledgements and forms of address, for example, when introducing an esteemed Elder • comparing elements of communication and culture in Auslan and English such as the use of back-channelling, the role of silence or eye contact in different contexts and exchanges in Auslan, for example, head nodding to indicate understanding rather than agreement, and the implications of this difference in contexts such as 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 • exploring ways in which production and affect related to the sign for COCHLEAR IMPLANT have evolved due to shifting values and perceptions within the Deaf community in relation to the implant, for example, 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 use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding different signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and modify elements of their behaviour, such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of constructed action in signed texts and explain how handshape and movement represent different things in each type of depicting sign and how signers use constructed action and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They 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. 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, video-calling and NRS have impacted on accessibility for the Deaf community and contribute to the vitality of Auslan. They understand that the most unifying factor of the Deaf community is the use 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. 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, 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. They require guidance in their learning, but are increasingly autonomous and capable of independent reflection and analysis, including of their intercultural experience of learning Auslan.

Auslan language learning and use

Learners engage with a range of texts in Auslan. They participate individually and in groups in tasks and learning experiences, such as explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create signed narratives and summarise and critically examine viewed texts. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts.

Contexts of interaction

Learners interact with teachers and peers and members of the Deaf community in real-life situations or via online technologies. They may also encounter Auslan in the wider community, such as in the media, at film festivals or community events, or via interactions with guest speakers.

Texts and resources

Learners use a wide range of texts designed for language learning, such as teacher-generated materials and online resources, and their learning is enriched by exposure to a range of authentic texts from the Deaf community, such as websites, films or stories.

Features of Auslan language use

Learners extend their grammatical knowledge and metalanguage while beginning to explore more nuanced features of Auslan. They use strategies to initiate and sustain conversations, using more elaborate sentence structures such as embedding clauses. They can create more detailed narratives with appropriate use of NMFs to express characters and viewpoints. They consider connections between language and culture, and make comparisons with their own language and culture. They consider language variation, for example through exposure to other dialects in the BANZSL family.

Level of support

While learners are increasingly autonomous during communicative interactions, continued support such as 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 developing

autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to access Signbank and use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They keep records of their learning, for example through creating video journals or folios, using these to record and to reflect on their language learning and intercultural experiences.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing amount of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium used for expressing experiences, abstract ideas and personal views at a level beyond learners' Auslan capabilities, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research projects, such as investigating social issues or cultural practices, when source materials in Auslan are unavailable. It is also used in translating, and in bilingual communication. 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

Socialising
 	
Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues
 	
[Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising]
	• explaining or justifying positions in discussion or debate, using expressions such as *On the other hand, Another perspective is …*
	
	ANOTHER CL:B-ON-THE-OTHER-HAND
	ANOTHER PERSPECTIVE…
	
	• elaborating opinions when exchanging ideas, such as considering options in relation to social, educational and professional futures
	• using researched information to contribute to formal group interactions such as panel discussions on issues such as the role and responsibilities of interpreters in different contexts
	• creating hypothetical situations to contextualise a discussion or debate, for example, *Pretend that … If you found yourself …*
	
	        br+htb
	PRETEND or FS:IF /…
	
	                   br+htb
	PRETEND PRO-2(wh) FIND SELF.PRO-2 /..
	
	• communicating via video calls or social media platforms with Auslan users/learners in different contexts to build relationships and share views
	• using strategies to initiate and support discussion, for example by providing the context of a conversation to a new participant, *She was saying that …*
	
	      _pah
	PRO-3 PAST SAY+rept…
	
	• demonstrating awareness of social sensitivities or conventions, for example by using euphemistic signs or allusions, such as TOILET, BIRTH
	• using simple and complex sentence structures to discuss current affairs or to justify a position in relation to issues of interest to their group, for example, gender equity, conservation or social media

Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours	• managing shared learning experiences that involve differences in opinion or cultural perspectives • navigating multistep directions and decisions in learning activities that offer alternatives or choices, such as computer programming or theatre production

Years 9 to 10 content descriptions	Content elaborations
[Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting]	• negotiating hypothetical scenarios involving members of the Deaf community to highlight issues associated with diversity, culture and identity, for example, experience in domains such as education or sport • planning and promoting cultural events such as Deaf festivals or the National Week of Deaf People • planning action on an issue affecting the Deaf community, such as captioning and funding support for Deaf organisations • organising real or simulated transactions that involve financial or service exchanges, for example, catering for a class celebration or ordering books/digital resources for the school library

Interacting with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences
 	
[Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating]
	• making connections between ideas, actions and effects, using reflective language such as *Because this happened … the consequence was …; If we hadn't believed … then perhaps …*
	
	          br+htb
	PT+f OCCUR PT+dn WHY / SEQUENCE
	                            br+htb
	FS:IF PRO-1+PL PAST BELIEVE …/
	
	G(5-UP):WELL PERHAPS..
	
	• extending their repertoire of sign vocabulary through independent use of social media and digital resources to support more extended discussion
	• demonstrating culturally appropriate behaviours such as nominating themselves as interpreters in role-play interactions between deaf and hearing friends
	• demonstrating culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community, for example, waiting to be introduced to new people, knowing how to introduce themselves as L2 Auslan learners
	• identifying and comparing learning strategies that support their Auslan learning experience

Informing Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented	• summarising key ideas/information provided by a guest speaker and identifying how context and culture shape opinions and perspectives • reviewing signed texts about a social or cultural issue of relevance to their peer group, and creating questions to prompt evaluative responses from their peers • finding information from a variety of signed sources to inform panel discussions on issues of current debate within the Deaf community, such as the medical versus cultural view of deafness

Years 9 to 10 content descriptions	Content elaborations
[Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising]	• researching and comparing signed information about significant movements associated with deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now • identifying excerpts of signed documentaries or signed interviews or speeches that demonstrate how culture and context affect the presentation of information • critically analysing information contained in different signed texts produced by or about the Deaf community, identifying examples of bias and distinguishing between fact and opinion • researching information related to topical events or issues that affect the Deaf community, for example the provision of captions across different media
Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues *[Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing]*	• working in groups to create multimedia texts that invite consideration of social or cultural questions, such as the medical versus cultural view of deafness • creating persuasive texts such as vlogs or advertisements to convince others of the value and relevance of learning Auslan • providing appropriate explanations for a younger audience of concepts associated with other curriculum areas, such as global warming or social justice • contributing to discussions that consider critically different perspectives on selected issues, for example, differences in views on Deaf education or the influence of social media on their lives • creating and presenting explanations about simple biological or mechanical phenomena or processes, such as how the ear, hearing aids and cochlear implants work • presenting a critical review of media representation, for example by analysing media profiles of respected/high-profile members of the Deaf community • presenting a summary of information on a selected topic, for example, by interpreting graphs and statistics relating to the Deaf community, discussing findings and making predictions about future changes or patterns
Creating Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression *[Key concepts: perception, physical theatre, metaphor; Key processes: responding, comparing, reflecting, evaluating]*	• 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 • searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre that they find particularly effective or moving, for example, performances by Bernard Bragg, Evelyn Glennie or members of the Deaf Arts Network • comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry • exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression

Years 9 to 10 content descriptions	Content elaborations
	• 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 • reflecting on reactions 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 • responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing, for example, *The Long Knife,* or *Gallaudet: The Film* by Braam Jordaan
Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners *[Key concepts: Deaf experience, satire, metaphor, emotional response; Key processes: creating, explaining, responding]*	• 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 website to showcase performances that incorporate elements such as comedy, satire or drama • creating a short film in Auslan using and explaining video techniques that are particularly appropriate for a Deaf audience • creating a signed interpretation of a wordless animation • selecting a signed narrative text that has an extended metaphor and reworking it to take the story in a different direction • creating a signed poem that reflects elements of their own emotional response to particular personal experience
Translating Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another *[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]*	• experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, raining cats and dogs) and recognising the nature and function of cultural elements of communication and their impact on language use • comparing different translations of online Auslan and English public announcements or government policy/information texts in terms of approaches to translation, for example, free versus literal translation • using different resources, including online dictionaries and footage, to assist in translation, for example by comparing individual translations, back-translations, and reviewing useful references • 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, Auslan uses spatial concepts or depicting signs to describe the scene of a car crash, which will take longer to explicate in a linear spoken language

Years 9 to 10 content descriptions	Content elaborations
	• translating small chunks of unfamiliar English text such as a news update from an autocue or poster card into Auslan in consecutive mode • providing annotated examples of translations of poems or other text types, identifying challenges involved in transferring meaning, expression, culture or mood • translating songs, poems, or short stories from English into Auslan, for example, 'I Am Australian' • exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters • researching aspects of available interpreting services in the area, for example, qualifications required for employment, ethical considerations, and issues of interpreting and translating in specialised contexts such as health, education, legal settings • developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts, considering potential consequences of inaccurate interpreting • role-playing interpreting in a range of contexts, for example, in a shop or at a sports match • participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story and attending to the interpretation for discussion later in class
Create glossaries and classifications in English to interpret cultural aspects of Auslan texts *[Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning]*	• collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, hearing, residential school • creating collaborative translations of Auslan texts in spoken English or captions of selected signed texts and vice versa • 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, PAH ! Finally ; HUP, not allowed • creating a bilingual virtual tour of the school for use on a school website • developing a signed and captioned film presentation about the role of interpreters in school
Expressing identity Recognise the complex and multifaceted nature of identity and how exploration of another culture and language provides insights and new perspectives to first culture and language	• using photographs or digital images to describe different elements of identity, including views about gender, national identity, social justice, disability or difference, examining how such elements apply to their own identity story • viewing various footage in Auslan, in other signed languages or in spoken language and identifying instances of inclusive or exclusionary language that could impact on identity development, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or the

Years 9 to 10 content descriptions	Content elaborations
[Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating]	documentaries *Welcome 2 My Deaf World* or *Deaf Teens: Hearing World*, considering how such representations relate to their own experiences as teenagers • evaluating documentary footage of well-known members of the Deaf community commenting on their sense of identity in relation to growing up deaf, or documentaries such as *Audism Unveiled*, considering the impact of identified additional factors such gender or race • creating vlogs or filmed texts to inform others about Deaf/hearing identity and to encourage consideration of common views on Auslan and the Deaf community, and also reflecting on what it means to be hearing • viewing signed news and other media texts such as episodes of *See Hear* or *SignPost,* identifying examples of discrimination, oppression or rejection experienced by deaf people and considering how these may shape identity or affect societal perceptions of the Deaf community • making comparisons with other international Deaf communities in regard to perceptions of Deaf identity and the changing values of place and space, for example, the loss of Deaf clubs or closure of deaf schools, appreciating the implications of such changes on the vitality and development of Deaf identity and culture • analysing the notions of 'Deaf gain', Deafhood and audism, and reflecting on their response to these concepts as second language learners of Auslan
Reflecting Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning *[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting]*	• reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live • reflecting on the relationship that exists between language, culture and issues of access, identity and audism, and also on issues of discrimination, inclusion and exclusion • keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Auslan in different contexts, noting changes in their personal responses and reflections over time, and comparing insights gained into their own 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 • sharing and comparing cultural and intercultural experiences and capabilities in different languages including Auslan, and exchanging views on benefits associated with using more than one language, such as a larger repertoire of communication skills and strategies, additional insights and perspectives and opportunities for new experiences • reflecting on the experience of communicating in a visual world and on the challenges they have experienced in relying on visual cues

Years 9 to 10 content descriptions	Content elaborations
	• 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
Systems of language Recognise the effect that motor and perceptual constraints have on the forms of signs and limitations of glossing and how video annotation software can improve transcription *[Key concepts: space, iconicity, metaphor, transcription; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing]*	• noticing limitations on perception of signed languages, such as the more limited space for signed communication compared to space for mime • recognising that there are some very common and some very uncommon handshapes, exploring perceptual, articulatory, and historical reasons for such differences • distinguishing between those parts of a sign that are meaningless, in fully lexical signs, and those that are meaningful, in partly lexical signs • beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and how it relates to metaphors in English, for example by considering the 'time as space' metaphor used in both languages • using knowledge of iconicity in signed languages to investigate how temporal changes to verbs (aspect marking) can reflect how an event unfolded, for example, PRO-1 WAIT+rept-slow PRO-2 • glossing a text, including identifying which signs are used and transcribing DSs and periods of CA • evaluating video annotation software such as ELAN as a tool to assist in the transcription and analysis of signed languages
Understand and use signing space for constructing different types of texts *[Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing]*	• contrasting the two main ways that signers represent signing space: from a character viewpoint 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) • analysing a video of a signed narrative and identifying where and how signers are using CA, for example by eye gaze change
Understand and apply complex grammatical structures and features, such as depicting signs, constructed action and sentence forms used for a range of language functions such as interaction, narration or description *[Key concepts: clause structure, discourse markers, clause dependency, reference; Key processes: applying, noticing]*	• recognising signs that function as interjections or a discourse markers • understanding the difference between definite and indefinite reference and how Auslan shows this distinction • noticing how to use modal verbs and NMFs to express possibility, obligation and ability • recognising that conditional forms have a main and dependent clause and associated NMFs • 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.

Years 9 to 10 content descriptions	Content elaborations
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 *[Key concepts: language features, audience, choice, purpose, conventions, cohesion; Key processes: analysing]*	• analysing specific types of text by identifying characteristic language features, such as the use of list buoys and different conjunctions in expository texts • analysing a videoed class debate to see how language is used to justify opinions and persuade others • 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 • noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example the effect of choosing to be more or less English-like • expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text in order 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 • analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion
Language variation and change Investigate and analyse the nature of variation in the use of Auslan	• 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 • 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

Years 9 to 10 content descriptions	Content elaborations
	• 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
Language awareness 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 *[Key concepts: policy, rights, representation; Key processes: researching, comparing, investigating, analysing]*	• 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
Investigate and explain factors impacting on the language health and future development, evolution and documentation of Auslan *[Key concepts: language health, expansion, research, growth; Key processes: investigating, describing, discussing, evaluating, understanding]*	• investigating programs and initiatives that maintain and strengthen Auslan use, such as school languages 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 • 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

Years 9 to 10 content descriptions	Content elaborations
	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
Role of language and culture 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 *[Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing]*	• 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 *light* and *darkness* 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 • understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has the 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 • understanding that sign language literatures recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities, and that they embody history and values of Deaf culture, for example, the Gallaudet and Clerc meeting or US Civil War stories that validate and reference shared Deaf identity, culture, language and experience • recognising that Auslan signs change over time due to shifting cultural values and experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf ref. deaf mute) and unsuccessful attempts to reframe this with an audiological focus • exploring the increased influence of other signed languages on Auslan, such as ASL, and ways in which this reflects changing intercultural experience and attitudes among Auslan signers

Years 9 to 10 Achievement Standard

By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as

ANOTHER CL:B-ON-THE-OTHER-HAND
ANOTHER PERSPECTIVE…

They use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. Students use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and NMFs to express possibility, obligation and ability. Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using connectives or non-manual features to link clauses such as IF, THEN or facial expression alone. They use signing space appropriately when constructing different types of texts such as reports, narratives or descriptions. They use constructed action to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity.

Students recognise the effect that motor and perceptual constraints have on the forms of signs. They explain different ways that signers represent signing space, for example, from a character's viewpoint or from an observer's viewpoint. They understand and apply complex grammatical structures and features, such as depicting signs, constructed action and sentence forms. Students investigate and analyse the nature of 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 languages policy and 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 every deaf person.

AUSTRALIAN CURRICULUM: LANGUAGES

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

Years 7 to 8

The nature of the learners

Learners are beginning their study of Auslan and typically have had little prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.

Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive. 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. They may need encouragement to take risks in learning a new language at this stage of social development; and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

Auslan learning and use

Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with their teacher and their peers.

They build vocabulary for thinking and talking about school and personal topics. 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. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

As they adjust language use to suit different purposes, contexts and situations, learners notice how culture shapes language. They work collaboratively and independently. They focus on the different systems that structure language use, such as sign modification, clause and text structure, and vocabulary, and reflect on their experience as Auslan learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Contexts of interaction

The Auslan classroom and interactions with deaf peers or adults in their school or local environment are the primary contexts for language and culture experiences. Learners also have some access to the wider Deaf community and to various resources through virtual and digital technology. 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 work with a range of texts designed for language learning, such as videos or websites, as well as teacher-generated materials. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture. Learners become familiar with ways of recording Auslan, through either film, photos of signs, line drawings of signs or simple symbols.

Features of Auslan use

Learners in Years 7 to 8 are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives and some SASS depicting signs. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person.

As learners 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.

Level of support

Learning at this level is supported by rich and varied language input and by the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring, frequent revision, and explicit instruction, description, and comparison of Auslan and English. Teachers model language use and examples of texts, and provide feedback and review student work to 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 provided with support and opportunities to practise using dictionaries, especially Signbank, and to access word charts, vocabulary lists and examples when translating and creating texts. Support is also provided through visual and tactile materials, such as pictures, objects and charts, and through the use of conventional gestures. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks.

English is used as a medium of instruction and for explanation and discussion, or in areas from the Understanding strand. This allows learners to talk about differences and similarities they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan and how they view different languages and the people who speak them. This introduction to the meta dimension of intercultural learning develops the ability to consider different perspectives and ways of being. English may also be used to research cultural issues where the source text is not available in Auslan.

Communicating

Year 7 to 8 content descriptions	Content elaborations

Socialising
 	
Interact with peers and teaching team to exchange information about self, family, friends and interests, and to express feelings and preferences
 	
[Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining]
	• exchanging greetings, wishes, thanks and apologies, adjusting language to suit the situation, for example, *Nice to meet you, Thank you for visiting, Sorry to interrupt*
	
	PLEASED-TO c+MEET+f
	THANKS-2H+rept #FOR f+VISIT+c
	SORRY / c+INTERRUPT+f
	
	• describing and comparing people and objects using SASS depicting signs, for example, *My maths teacher has long wavy hair, The school uniform has a long thin tie*
	
	                             br+htb br hn
	POSS-1 TEACHER MATHS / HAIR LONG HAVE CL:5-LONG-WAVY
	  br
	TIE / PT+rt SCHOOL UNIFORM HAVE CL:gC-LONG-THIN-TIE
	
	• comparing routines, interests and leisure activities, using, for example, adverbial phrases of time, frequency and place, such as *On the weekend I went fishing, Every Thursday I go swimming*
	
	                   br+htb+cs
	RECENT WEEKEND / PRO-1 GO-POINT FISHING
	                        br+htb
	EVERY-WEEK THURSDAY / PRO-1 GO-POINT+rept SWIM
	
	• stating likes, dislikes and preferences using associated NMFs, for example, *I like watermelon, I don't like cheese, I prefer art to music*
	
	  br+htb hn
	MELON / PRO-2 LIKE
	          br hs
	CHEESE / PRO-1 LIKE-NOT
	                          hn
	ART+rt / MUSIC+lf / PT+rt(sh) PRO-1 LIKE

Year 7 to 8 content descriptions	Content elaborations
	• introducing self and family and explaining relationships using pronouns, for example, *I have two brothers, That's her sister*
	<u> br+htb </u> BROTHER PRO-1(sh) HAVE / TWO PT+dn POSS-3 SISTER
	• asking and responding to closed questions such as *Do you like Auslan? What subjects are you studying?* and open questions about a familiar topic such as a shared experience of a school event, for example, *What do you like about school?*
	br+htb br+htf AUSLAN / PRO-2(wh) LIKE <u>br+htb</u> <u>bf+htf</u> SUBJECT / PRO-2(wh) NOW STUDY / WHAT br+htb <u>bf+htf</u> ABOUT SCHOOL / PRO-2(wh) LIKE / WHAT
Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions *[Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting]*	• participating in games and activities such as scenarios involving being lost and asking for or giving directions • following and giving instructions in groups on topics such as how to use video chat, Signbank or Auslan dictionaries • working collaboratively on learning activities that involve organising, negotiating and prioritising tasks, for example, in devising a game for the class • working collaboratively on tasks that involve assigning and reviewing roles and responsibilities, offering feedback, support and encouragement, for example, *If you do xxx then I will do xxx, You did a good job on xxx, Don't worry about that*
	<u>br+htb</u> hn FS:IF PRO-2 FS:DO ……. / PRO-1 FS:DO ……. / WILL br+htb …….. / PRO-2(wh) FINISH.FIVE-1H GOOD-2H WORK br+htb hs PT+dn / NOT^WORRY

Year 7 to 8 content descriptions	Content elaborations
	• giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment • participating in hypothetical scenarios that involve transactions, for example, preparing for or participating in a Deaf World workshop

Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction
 	
[Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing]
	• following classroom protocols specific to an Auslan context, such as:
	  o responding to flashing lights and waving for class attention
	  o tapping, pointing and waving for peer attention
	  o maintaining eye gaze
	  o back-channelling
	  o limiting the use of voice
	  o maintaining a clear line of sight
	• following and using classroom language such as instructions for class routines, for example, *Get into a circle, Line up, Find a partner and sit down*
	
	CL:2H-4-GET-INTO-A-CIRCLE
	QUEUE
	FIND ONE PARTNER PLUS SIT-OPPOSITE
	
	• using language to facilitate clear communication, such as asking for help or permission, for example, *Please help me* or *Can I …?*
	
	f+HELP+c PLEASE
	         br+htf
	PRO-1 CAN…
	
	• showing agreement/disagreement, for example, *Yes, I agree; I disagree*
	
	YES / PRO-1 AGREE
	PRO-1 DISAGREE
	
	• indicating understanding, for example, *I understand, I know what you mean*
	
	PRO-1 UNDERSTAND
	             br+htb br+htf
	PRO-2 MEAN WHAT / PRO-1 KNOW

Year 7 to 8 content descriptions	Content elaborations
	• apologising and thanking, for example, *I am so sorry, Thank you so much* PRO-1 REAL SORRY THANKS-2H+rept • asking for repetition or clarification, for example, *Could you sign that again slowly please, Did you say xxx?* br+htf PRO-2(wh) CAN REPEAT SIGN SLOW PLEASE br+htf PRO-2(wh) SAY FINISH.FIVE-1H • negotiating turn-taking, for example, *It's my turn, You can go next* [POSS-1] f+TURN+c hn PRO-2 CAN lf+TURN+f
Informing Identify gist and some points of factual information from a range of signed texts about familiar topics, and use the information in new ways *[Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying]*	• gathering information from their peers in relation to their interests and preferences or home and school routines, summarising findings in simple formats such as tables or graphs • observing informative signed texts and watching for key points of information, summarising them to a partner using list buoys, for example, weather reports or simple public announcements about events and celebrations • collecting information from signed texts about people, time or activities, and using the information in new ways, for example, by creating a timeline, diary or timetable to show a sequence of activities • viewing and following procedural signed texts such as cooking demonstrations or craft activities • watching/viewing a signed text and identifying specific points of information such as locations, for example, labelling key locations on a school map • viewing and responding to simple class and school announcements
Present and explain factual information about a range of familiar topics *[Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing]*	• describing home and school routines in the correct sequence, such as weekend activities or their school timetable • reporting to the class about a shared school event, such as Deaf Sports Day or a school camp • creating signed texts to explain a hobby or interest, using visual supports such as photos or props • presenting descriptions of school equipment and giving simple signed explanations of how they work, for example, those used in woodwork, science or sports

Year 7 to 8 content descriptions	Content elaborations
	• instructing the class in a procedural text such as a simple recipe using props
Creating Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses *[Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking]*	• participating in Auslan games using simple clauses in creative ways, for example, 'Space Jump' • viewing creative performance texts and identifying ideas, characters and events, such as Auslan stories, poems and theatre performances, for example, Auslan Storybooks and the Australian Theatre of the Deaf • viewing and responding 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 which they prefer, for example, different Auslan versions of 'The Hare and the Tortoise' • viewing representations of deaf people in different creative texts and comparing their personal responses, for example, in reality television shows with deaf contestants or participants • responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi
Create, re-enact or reinterpret imaginative texts that suggest the appearance, characteristics of and relationships between various people, animals and objects *[Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting]*	• participating in games and activities that focus on depicting the appearance and characteristics of people, animals or objects • working collaboratively to create and present signed skits or poems to entertain younger learners • 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 a particular object, using SASS, entity and handling depicting signs and constructed action
Translating Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not *[Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising]*	• 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 • identifying and comparing key signs and words in Auslan and English versions of familiar stories for young children, for example, 'The Three Little Pigs' or 'The Frog Prince', noticing how signs can convey rich multilayered meaning which might not have a direct match in English • shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking

Year 7 to 8 content descriptions	Content elaborations
	• demonstrating the use of Signbank, for example by using it to look up various meanings of the word 'run', comparing variations in signs for the concept in different contexts, and using it to translate Auslan into English and vice versa • translating simple filmed texts in Auslan into written English captions • sight translating short English texts such as news articles or short speeches into Auslan for review by their peers • comparing existing translations in BSL and ASL of stories such as 'Little Red Riding Hood' to Auslan versions, discussing differences in vocabulary and approaches to translation on a free to literal continuum • considering the bimodal nature of Auslan–English interpreting and discussing the possibility of consecutive and simultaneous interpreting of information in communicative exchanges
Create bilingual texts and learning resources to use in the classroom *[Key concepts: translation, meaning, transcribing, bilingualism; Key processes: translating, captioning, recording, creating]*	• creating English captions for short recorded phrases in Auslan • creating glossaries of new sign vocabulary which can be used to share their personal learning with family members • recording and transcribing into English some simple Auslan 'identity stories' filmed with members of the Deaf community • captioning examples of classmates' work in Auslan, for example, simple short stories • creating translations of song lyrics for performance in Auslan • translating short, simple written or spoken texts into Auslan, for example, instructions for a game or procedures such as recipes
Expressing identity Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community *[Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing]*	• using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they identify with, for example, friends, family, sporting, interest and community groups, discussing how these group associations contribute to their sense of identity • discussing how their upbringing and experiences impact on assumptions they bring to interactions with people with different backgrounds or experiences, for example, in relation to concepts such as leisure, communication, family or community, reflecting on whether these assumptions change through the process of learning Auslan and whether the same level of participation and engagement is possible for deaf children in society • noticing and comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages • viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their own experiences to those described by deaf children and adults in the footage

Year 7 to 8 content descriptions	Content elaborations
	• exploring ideas about identity through journal writing, documenting challenges and rewards related to second language learning and identity change • 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 semi-circles for meeting and learning spaces, using open-plan areas, lighting and window placement to maximise visual access to information, for example, Gallaudet University's deaf space design principles • surveying deaf people about their experiences and perspectives on the importance and significance of 'Deaf places' that make them feel comfortable with their shared identity, for example, the Deaf Club
Reflecting Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar or different to their own language(s) and forms of cultural expression *[Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing]*	• describing how it feels to use Auslan to communicate or to watch Auslan being used by others, for example by responding to prompts such as *What are the main differences you notice when observing a conversation between hearing people and one between deaf people?* • discussing changes or adaptations they have to make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, and maintaining eye contact • examining 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 • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed • noticing language differences in forms of address in signed and spoken language, for example, not using a person's name when signing directly to them, unlike in Australian English • examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, for example, that all deaf people can hear with hearing aids, or that deaf people can't drive • reflecting on and providing possible explanations for assumptions deaf people might have about hearing people or about spoken languages

Understanding

Year 7 to 8 content descriptions	Content elaborations
Systems of language Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity *[Key concepts: handshape, orientation, movement, location, hand dominance iconicity; Key processes: identifying, noticing, recognising, comparing, understanding]*	• identifying the handshape of a sign as well as its orientation, for example fist handshape for MY or 5 handshape for COCKATOO • 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 • noticing the location of contact between hands in double or two-handed signs and identifying signs associated with these locations, for example, TUESDAY and TOILET or MONEY or J (name sign) or POINT and GOAL • understanding that NMFs are important in sign language for showing feelings and for marking forms such as questions, and identifying some NMFs in a signed text • noticing that signs in discourse are often produced differently from the way they are represented in the dictionary • 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 • realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming • noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling • comparing 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 *bang* • identifying signs that are fully transparent, translucent or arbitrary • experimenting with different ways of recording signs, including videoing, glossing, drawing pictures, or annotation software
Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process *[Key concepts: signing space, function of points, beginning and end point of signs, modification,*	• 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 • discussing the functions of different pointing signs, such as pronouns, determiners, locatives • noticing that the beginning and end point of verbs can be modified to show participants in a process

Year 7 to 8 content descriptions	Content elaborations
depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing]	• identifying what sorts of things can be represented in a DS by handshape, for example, point can mean a *person* or *tree* or *pole* • distinguishing between entity, handling or SASS DSs by looking at what the handshape and movement represent in each type: o entity: handshape is an object or person, movement is the movement or location of that object or person o handling: handshape represents a person's hands touching or moving another object, movement, how the hands move o SASS: handshape and movement shape or size
Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure *[Key concepts: noun groups, verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding]*	Nouns and noun groups • 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 • distinguishing between proper nouns and common nouns, and identifying whether common nouns refer to a concrete or abstract entity • noticing that adjectives modify nouns • recognising that expanding a noun into a noun group enriches meaning • observing that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one Verbs and verb groups • understanding that a verb tells what is happening • noticing there is no verb 'to be' in Auslan, which is a significant difference to English • exploring different semantic types of verbs used for specific purposes, for example: o *doing* and *saying* verbs in narrative texts to show how information is provided about what characters do and say o *sensing* verbs that allow readers to know what characters think and feel o *relating* 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 Conjunctions and clause coordination br+htb identifying signs that are used to join clauses together, such as AND, BECAUSE, PLUS, WHY

Year 7 to 8 content descriptions	Content elaborations
	• understanding that short pauses can be used for different purposes, such as separating items in a list Clauses • 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 • distinguishing between yes-no questions, wh-questions and statements and their corresponding NMFs • learning how time is represented through adverbial g such as IN-2-WEEKS, 3-DAYS-AGO • understanding how DSs and adverbs can provide extra information about an activity • noticing that while word order in sentences is often important for meaning, there is flexibility in word order in Auslan and that because parts of a sentence can be signed simultaneously in Auslan, it is hard to establish word order
Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion *[Key concepts: text, textual features, space, referent tracking; Key processes: recognising, identifying, analysing]*	• recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning • comparing a short text in Auslan with an equivalent English text, noticing similarities and differences in their structure • analysing samples of particular types of text, noticing choices signers have made in the production of their text, for example the amount of CA they have used • analysing linguistic structures and features typically associated with texts such as casual conversations, for example 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 how such strategies help maintain interest and support understanding

Year 7 to 8 content descriptions	Content elaborations
Language variation and change 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 *[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]*	• 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 *handcuffs* rather than *shoulder stripes* 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 • 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
Language awareness Develop awareness of the sociocultural context and nature of Auslan and the Deaf community in the context of multilingual Australia *[Key concepts: communication, language, culture, accessibility; Key processes: identifying, describing, recognising]*	• 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

Year 7 to 8 content descriptions	Content elaborations
	• 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 different 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
Explore the documentation and recording of Auslan *[Key concepts: language documentation, language vitality, language revival; Key processes: understanding, identifying, recognising]*	• 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 • 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

Year 7 to 8 content descriptions	Content elaborations
	• 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
Role of language and culture Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan *[Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying]*	• 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) • exploring how deaf people live in ways that may be different from how hearing people live and that they are primarily visual, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing?* • recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture • exploring culture as an essential part of human life, understanding that it is shared, 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 considering how this understanding applies to 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 to the positioning of communication partners • recognising that shared experiences shape cultural values in Auslan as in other cultures, for example the experience of deaf children being excluded from family and social discourse, for example during 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 use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They use lexical signs, gestures and affective non-manual features to indicate understanding, interest or lack of interest. They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical non-manual features. Students use familiar language to collaboratively plan and conduct shared events or activities such as presentations, demonstrations or transactions. They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes. They compare routines, interests and leisure activities, using signs associated with time, sequence, frequency and location and simple depicting verbs. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. They summarise and retell key points of information in correct sequence using list buoys. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. They create simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying non-manual features and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and provide examples of how languages do not always translate directly. They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each others' short stories. They explain the importance of facial expression, eye gaze and other non-manual features in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning 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, non-manual features and gestures and can be expressed through whole signs or fingerspelling. Students recognise and accurately produce all handshapes, movements and locations of single signs. They know that spatial relationships in Auslan are typically expressed with depicting signs. They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type. 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*. They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. They know that the function of constructed action is to represent the words, thoughts or actions of others. They use metalanguage to talk about Auslan, for example using terms such as *depicting signs, indicating verbs, non-manual features, handshapes, pointing signs* or *clauses.* Students 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 explain 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 why this is the case. They identify a range of ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have impacted on accessibility for the Deaf community and contribute to the vitality of the language. 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; and they understand that the most unifying factor of the Deaf community is the use of Auslan.

Years 9 to 10

The nature of the learners

Learners enter this band with prior experience of Auslan. They bring a range of existing capabilities, strategies and knowledge that can be applied to new learning. 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. 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. They require continued guidance in learning Auslan, but are increasingly independent and capable of analysis and reflection, including in relation to Auslan and to intercultural experience.

Auslan learning and use

Learners use Auslan to compare and contrast, to sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They engage with a range of Auslan texts, and express feelings and emotions creatively in the language. They participate individually and in groups in tasks and learning experiences, explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create their own signed narratives, and summarise and critically examine viewed texts.

Learners are extending their grammatical knowledge, such as understanding how language structures and features are used intentionally in texts. They use more elaborated sentence structures, including conjoining clauses, and increasingly build cohesion in their texts by setting up and maintaining referents in signing space. Learners explore metaphorical iconicity and begin to use constructed action to represent multiple characters in narratives. They are increasingly aware of connections between language and culture, comparing them to experiences in their own language(s) and culture(s). They are learning to reflect on their own language and culture and on how identity impacts on intercultural experience.

Contexts of interaction

Learners interact with teachers, peers and members of the Deaf community, in real life or via online technologies. They also encounter Auslan in the wider community, such as in the media, at film festivals or community events or via guest speakers.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for in-school learning of Auslan. They also work with different types of authentic texts created for Deaf people, such as websites, which provide opportunities to extend understanding of language and culture. Texts come from a range of domains or 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 also access texts from other signed languages that make extensive use of the 'visual vernacular'. The Deaf community is the most important resource for learning, as it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners at this stage are increasingly aware of differences between Auslan and English. They are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. They are learning to use NMFs to mark manner on verbs or to express negation. They use appropriate strategies to initiate and sustain conversations, and use more elaborate sentence structures, such as embedding clauses. Learners create more detailed narratives with appropriate use of NMFs to express character and viewpoint. They also develop metalanguage for describing aspects of Auslan and how it is structured. They consider connections between language and culture and make comparisons with their own language(s) and culture(s). They consider language variation, for example by experiencing other dialects in the BANZSL family. They develop understanding of the nature of translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging; they involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, such as provision of rich language input and modelled language use, 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 knowledge is critical in consolidating understanding 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. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to use Signbank, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts, and may keep records of their learning through means such as a video journal or folio to reflect on their language learning and intercultural experience.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing number of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' level of Auslan, for example when justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research, for example when investigating a social issue or cultural practice if a source text in Auslan cannot be found. It is also used in translating and in communicating bilingually. Learners are supported to reflect on the different roles that English and Auslan play in their academic work and in their conceptual development.

Communicating

Years 9 to 10 content descriptions	Content elaborations

Socialising
 	
Socialise and exchange views on selected issues using different communication strategies and techniques
 	
[Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching]
	• using simple clauses and more complex sentence structures, such as statements, conditionals or *when* clause sentences, to explain or justify a position in relation to personal and social issues, such as the inclusion of deaf jury members, for example, *I believe xxx because xxx, If xxx happens then xxx*
	
	          br+htb
	PRETEND PT+dn HAPPEN / G(5-UP):WELL …
	           br+htb
	PRO-1YOUNG BOY / PRO-1 LOVE ……
	
	• debating issues of relevance to their age group focusing on topicalisation and rhetorical questions, for example, *Would you like it if …? Have you considered another perpective …*
	
	                br+htb
	PRO-1 BELIEVE PT+dn / WHY ….
	ANOTHER PERSPECTIVE.. / PRO-2(wh)
	
	• using a range of conjunctions and complex clauses to debate issues such as whether schools should have a school uniform, for example, *students don't want uniforms or About uniforms, students disagree with their use*
	
	      br+htb
	UNIFORM / STUDENT WANT-NOT
	           br+htb hs
	UNIFORM TALK OVER / STUDENT DISAGREE
	
	• participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example, *Could you repeat that, please? Are you suggesting that …? Go ahead*
	
	           br+htf
	PRO-2(sh) CAN REPEAT PT+dn PLEASE
	        br+htf
	PRO-2 SUGGEST2 …
	GO-2H or FORWARD

Years 9 to 10 content descriptions	Content elaborations
	• communicating with other Auslan users via digital media to exchange views or to express personal views on topics such as co-educational or single-sex schools • adjusting their language to socialise with different audiences, such as primary school Auslan users, using appropriate code-switching techniques

Engage in different collaborative tasks that involve making decisions, solving problems and evaluating progress
 	
[Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing]
	• participating in visits to a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience
	• working with peers to solve problems, such as how to use video editing and/or captioning programs
	• working with a team to plan a fundraising event or a promotional display for Auslan at an open day/night and evaluating the experience to improve subsequent planning and organisation
	• assuming the role of a chairperson managing a small group discussion and conducting decision-making processes
	• contributing to the solving of hypothetical scenarios using conditionals, for example designing questions for a job interview such as *If…..what would you do?*
	
	                    br+htb bf+htf
	FS:IF ………………..……../ PRO-2 FS:DO / WHAT
	                     br+htb
	PRETEND………………….. /………

Interact appropriately with the teaching team, peers and members of the Deaf community, adjust language when necessary and demonstrate understanding of appropriate protocols in and out of the classroom *[Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying]*	• demonstrating use of appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, back-channelling and limiting the use of voice when interacting with unfamiliar Auslan users • adjusting the physical environment, including people and objects, to enable communication in a well-lit environment without glare or obstructions • demonstrating culturally appropriate behaviours when using or accessing an interpreter, such as not interrupting or blocking the line of sight

Years 9 to 10 content descriptions	Content elaborations

	• using language to facilitate clear communication, for example by using discourse markers such as *Well … Umm* and *Hold* and clarifying or asking for elaboration of information by adding comments such as *I am interested in what you are saying, but what if …?*
	
	G(5-WIGGLE):ERR
	HOLD-ON
	       br+htb hn
	WHAT PRO-2 SAY / PRO-1 INTERESTED /
	       br+htf
	BUT WHAT FS:IF…

Informing Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning, and to present key points in new forms *[Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising]*	• interviewing an Auslan user, using prepared questions to find out about their experiences or opinions on various topics, such as early language learning for deaf babies or their experience of education, selecting key elements of their commentary to produce a digital profile to share with the class • observing informative signed texts from the Deaf community and deaf-related organisations, such as emergency or advocacy texts, and rephrasing key points in a form suitable for a younger audience • collecting information from a variety of signed sources to inform panel discussions on issues of current debate • following more complex procedural signed texts, such as directions to follow in an unfamiliar environment such as a school camp or excursion • watching and summarising information provided by a guest speaker and comparing noted ideas and opinions with their peers • viewing texts such as interviews, news reports or vlogs to gather details to use in their own texts or opinion pieces
Convey factual information and opinions in different types of signed texts *[Key concepts: biography, commentary, procedure, action; Key processes: presenting, describing, explaining, researching, composing, inviting action]*	• presenting a biographical report on a prominent deaf person, using visual prompts such as a slideshow to describe their life and achievements, incorporating some commentary and personal opinion • contributing an item of information for a collaborative e-book to describe views on different aspects of Deaf culture, such as community and protocols associated with signing • explaining to each other a selected procedure or practice, for example, a recipe, the rules of a sport or board game, instructions on caring for animals • researching, composing and presenting a persuasive speech designed to invite action on a selected issue, such as recent action by a Deaf political movement

Years 9 to 10 content descriptions	Content elaborations
	• using visual props and signed explanation to describe a biological or mechanical process to the class, such as how the ear or a cochlear implant works
Creating Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements _[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]_	• viewing and responding to creative texts such as television programs, poems and theatre performances that are used to represent the Deaf experience, for example the television program _Switched at Birth_ • recognising how a character's feelings and attitudes are expressed through NMFs • exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poems by Walter Kadiki or John Wilson • evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effect, for example, in performances by Ian Sanborn • analysing how elements of creative performance such as emotional nuance are communicated through interpreters in a live setting • identifying and profiling deaf artists who make use of music, for example, members of the Deaf Performing Arts Network
Create and present individual or collaborative texts that reflect imagined people, places or experiences _[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]_	• participating in improvisation games that require spontaneous and imaginative responses to a stimulus such as _Sixty seconds to make the audience laugh or cry …_ • working collaboratively to create a performance such as a skit or humorous story for a class talent show • role-playing an imagined interview, incorporating elements of tension or emotion • creating and presenting a handshape or signed poem on a selected theme, such as friendship or love • creating and presenting to peers a signed interpretation of a wordless animation, comparing their performance with those of their peers • creating a short film that incorporates camera techniques appropriate for a deaf audience
Translating Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another _[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes:_	• viewing and discussing the quality of online Auslan translations, such as the _Catching Fire_ series of safety videos • experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, _raining cats and dogs)_ and recognising the nature and function of cultural elements of communication and how these influence language use • comparing different translations of online Auslan and English public announcements and government policy/information texts in terms of approaches to translation, for example in relation to free versus literal

Years 9 to 10 content descriptions	Content elaborations
translating, interpreting, comparing, researching, exploring, developing]	• comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting variations and discussing possible reasons for these • recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or depicting signs to describe an event such as the scene of a car crash, which will take longer to explicate in a linear spoken language • translating poems, short stories or songs such as 'I Am Australian' from English into Auslan • exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters • researching aspects of available interpreting services in their area, for example, qualifications required for employment, ethical considerations and issues of interpreting and translating in specialised contexts such as health, education or legal settings • developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting • interpreting very simple interactions or role-plays between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager • participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story, attending to the interpretation for discussion later in class
Create, develop and resource bilingual texts for use in the wider school community *[Key concepts: translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing]*	• creating bilingual texts for the school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in two languages for different audiences • developing collaborative translations of selected signed texts into spoken English or caption form • 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, *PAH ! Finally ; HUP, not allowed* • creating Auslan clips with English captions for the school website of items of interest to the school community • composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements
Expressing identity	• reflecting on how identity is expressed across cultures and through languages, for example by considering the idea of 'belonging' as expressed in different languages

Years 9 to 10 content descriptions	Content elaborations
Recognise that the concept of identity is complex, dynamic and diverse, and reflect on how students learn more about their own identity through the exploration of other languages and cultures *[Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing]*	• investigating how particular policies and practices affect the sense of identity of deaf people, for example, through the prohibition of the use of Auslan in schools in the past • viewing footage in Auslan or other signed languages and identifying language or behaviour that is either inclusive or exclusionary, and that could impact on identity development, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or in documentaries such as *Welcome 2 My Deaf World* and *Deaf Teens: Hearing World,* making connections or comparisons with their own experiences as teenagers • evaluating documentary footage of famous members of the Deaf community to compare their discussions of identity and of growing up deaf with their own, paying attention to identified additional factors that influence identity such as gender or race • creating vlogs or filmed texts designed to share their understanding or views about Deaf/hearing identity and to prompt their intended audience to reflect on their own views of Auslan and the Deaf community and of what it means to be 'hearing' • viewing signed news texts and other media texts, such as episodes of *See Hear* or *SignPost*, and discussing examples of discrimination, oppression or rejection experienced by deaf people, reflecting on how these may either shape or reflect mainstream society's perception of the Deaf community • analysing the concepts of 'Deaf gain', Deafhood and audism, and considering and comparing their response to these concepts as second language learners of Auslan
Reflecting Reflect on the experience of learning and using Auslan and how the experience has been influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning *[Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering]*	• reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live and the relationship that exists between language, culture and identity • considering issues of access, identity and audism, and also issues of discrimination, inclusion and exclusion in respect to different language and cultural communities • keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Auslan in various contexts, noting changes in their personal responses and reflections over time, and comparing insights gained into their own languages and cultures • analysing their own cultural assumptions prior to learning Auslan, and considering if these have changed through the learning experience • reflecting on similarities and differences between spoken language and signed language users when joining interactions, taking turns, using name signs, or passing between people who are communicating with each other • reflecting on the labels *deaf* and *hearing,* what these mean to different people and their implications in terms of status, access, opportunity and privilege

Years 9 to 10 content descriptions	Content elaborations
	• exploring the concepts of insider and outsider views of the Deaf community and their position in relation to these terms as second language learners of Auslan • considering how intercultural communication is a two-way process which involves shared responsibility for making meaning and ensuring understanding

Understanding

Years 9 to 10 content descriptions	Content elaborations
Systems of language Explore various types of non-manual features and the types of iconicity in signs, and gaining confidence in using software to transcribe signs *[Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing]*	• identifying and classifying NMFs in a signed text and describing their function • distinguishing between parts of a sign that are meaningless (in fully lexical signs) and those that are meaningful (in partly lexical signs) • recognising that some signs typically (though not always) occur with a standard mouth gesture and that these are called multi-channel signs • understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object • beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and how it relates to metaphors in English, for example by considering the 'time as space' metaphor in both languages • glossing a text, identifying which signs are used and transcribing spatial locations and NMFs • exploring, with support, software such as ELAN to annotate signed texts with some grammatical marking, such as spatial modification and NMFs
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 *[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing]*	• 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 • noticing that fully and partly lexical signs can include grammatical information not included in a 'citation' form, for example, *walk* includes *walks, walked;* GO-TO, includes GO-TO-often • 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 • contrasting the two main ways that signers represent signing space: from a character viewpoint or an observer viewpoint, for example, using a bC handshape (use of non-dominant hand) to indicate

Years 9 to 10 content descriptions	Content elaborations
	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) • identifying instances of DSs and their type independently • comparing English adjectives with SASS DSs • 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 character
Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances *[Key concepts: topicalisation, negation, composite utterances; Key processes: recognising, observing, distinguishing, understanding]*	Verbs, adverbs and verb groups • knowing that adverbs can be separate signs or NMFs • 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 RUN (base form), MAN RUN+fast (manner) Adjectives • understanding that changes in mouth patterns and movement of signs can intensify adjectives, as in the case of RED+intens, PLEASED+intens, TALL+intens) Conjunctions and clause coordination • recognising that clauses can be joined through non-manual means as well as through manual signs Prepositions • knowing that some signs show relationship between other signs and are called prepositions, but that signers typically use DSs to show spatial relationships Clauses • noticing that clauses can be joined by conjunctions to make longer sentences and that clauses can be linked equally or unequally where one clause depends on another • recognising that the element of a sentence that a signer wants to emphasise 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 • noticing that adverbs can be represented with NMFs and that location is often represented with a DS, but sometimes with lexical signs • recognising that signers may include linguistic and gestural elements in a clause, that is, signers can tell, show or do both

Years 9 to 10 content descriptions	Content elaborations
	• noticing when signers are using composite utterances, for example those that include elements of CA, points and lexical signs and how that affects the structure of a clause
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 *[Key concepts: audience, purpose, convention, coherence; Key processes: noticing, analysing]*	• analysing specific types of text by identifying characteristic language features, such as the use of list buoys and different conjunctions in expository texts • analysing a videoed class debate to see how language is used to justify opinions and to persuade others • 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 • expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise the important point • 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 THEN or WELL or NMFs and pausing
Language variation and change Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change *[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]*	• 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 • 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

Years 9 to 10 content descriptions	Content elaborations
	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
Language awareness Understand the factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society *[Key concepts: influence, transmission, language development; Key processes: researching, investigating, exploring, describing, analysing, reflecting]*	• 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 • 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 • 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

Years 9 to 10 content descriptions	Content elaborations
	• 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
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 *[Key concepts: transmission, language preservation, endangerment, attitudes; Key processes: understanding, investigating, analysing, researching]*	• 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 • appreciating how the concepts of language preservation and language-building apply to Auslan, and how these processes expand existing linguistic and cultural resources in the Australian community • comparing the level of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, using UNESCO factors to inform discussion by reviewing the iSLanDS survey findings • investigating new terminology that is used in the community but not documented, such as terms associated with IT, car mechanics, cooking or dressmaking; considering how this process impacts on the perceived vitality of Auslan • determining where, when, how and why newly coined Auslan terms gain increased usage and acceptance, for example, in a workplace with several deaf employees • identifying subjective measures of language vitality, such as societal attitudes towards Auslan, and 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 in protecting sign language diversity • identifying threats and challenges facing Auslan in terms of attitudes, resources, access, education systems and social networks • investigating programs and initiatives that serve to maintain and strengthen the use of Auslan, for example, school languages programs, bilingual education, research programs, recording and archiving, documentation, websites, databases

Years 9 to 10 content descriptions	Content elaborations
Role of language and culture 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 *[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering]*	• 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 adults in the Deaf community • exploring the nature of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness • 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, the signing TAP+rept-2H reflects the responsibility to share information and pass on knowledge • understanding that knowledge about past and present Deaf people and 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 • identifying differences between the use of personal names in Auslan and in their own background language, 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 events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity • recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf ref. deaf mute) and unsuccessful attempts to reframe this with an audiological focus • reflecting on the ways that 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

Years 9 to 10 Achievement Standard

By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other's comments. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborated sentence structures, such as embedding clauses; and use discourse markers such as *Well … Umm* and *Hold,* G(5-UP):WELL, G(5-WIGGLE):ERR, HOLD-ON. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives such as *however, but, when* and prepositions of place and time to build cohesion and to extend clauses. With support, they use constructed action to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of constructed action in signed texts and explain how handshape and movement represent different things in each type of depicting sign and how signers use constructed action and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They 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. Students investigate and analyse the nature of 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 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 every deaf person.