

LANGUAGES

Auslan
First-language learner pathway (L1)
Years F-10 and Years 7-10
For consultation

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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – AUSLAN

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second-language learners:** Second-language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background-language learners:** Background-language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First-language learners:** First-language learners are learners who use, and/or identify with, the language as their mother tongue; learners use the language for primary socialisation and/or education and/or literacy development.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

- communication skills
- literacy skills in their first and additional languages
- intercultural capabilities
- understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
- understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.

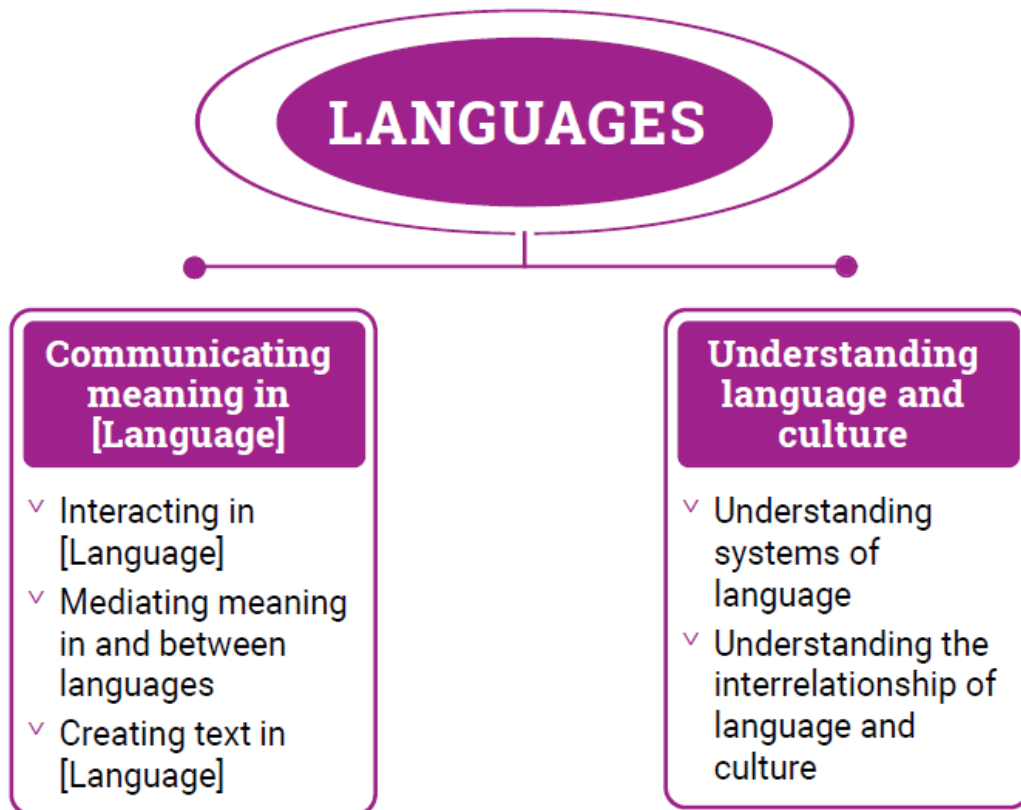


Figure 1: Languages content structure

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

Interacting in [Language]

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

Creating text in [Language]

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F-10 and Years 7-10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students' effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: *The relationship between macro skills and the Communicating meaning in [Language] strand*

Communicating meaning in [Language]	Macro skills				
	Listening	Speaking	Reading	Viewing	Writing
✓ Interacting in [Language]	✓	✓	✓	✓	✓
✓ Mediating meaning in and between languages	✓	✓	✓	✓	✓
✓ Creating text in [Language]		✓			✓

Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students' experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms 'First Nations Australians' and 'Australian First Nations Peoples', there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students' learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

- multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources

- simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
- resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
- modified equipment and tools
- multilingual labels, signs and posters around the classroom
- devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
- peer-assisted learning
- open-ended tasks that provide flexibility and can be completed at different levels of complexity
- challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically,

would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students' English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students' personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students' digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended context, purpose and audience.

Numeracy

Languages develops students' numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia's Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia's Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, beliefs and values, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students' literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students' world. In both learning areas, students' learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

Language support resource

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language structures and features, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT AUSLAN

Introduction

The Australian Curriculum: Auslan recognises that learners of Auslan in Australian schools have a range of linguistic and cultural backgrounds and language-learning experiences. Learners may have varying degrees of proficiency in Auslan as first-language learners, or they may be learning Auslan as a second or additional language.

Rationale

Auslan (Australian Sign Language) is the language of the Deaf community of Australia. Auslan is a visual-gestural language with a complete set of linguistic structures and features. Auslan's rich cultural heritage can be traced to its historical descent from British Sign Language (BSL) and the arrival of Europeans in Australia in the late 1700s.

Signed languages have the same functions as spoken languages in meeting the communicative, cognitive and social needs of users. However, the modes of communication of a signed language are different from those of a spoken language. Although the languages share many linguistic principles, the visual-gestural mode of a signed language results in some unique language features.

Auslan is, increasingly, taught in Australian schools and universities and has been taught in community-run organisations for decades. The influence of Auslan in Australian society is evident in areas such as education, media and communication.

Signed languages have their own grammar and lexicon which are not based on the spoken language of the country or region, although they are influenced by them. Some signed languages are grouped into language families. Auslan belongs to the BSL family, which includes British, Australian and New Zealand sign languages, which share a similar lexicon and grammar. This link that Auslan shares with BSL gives it historical context as a member of one of the longest continuing signed language families in the world.

Learning Auslan enhances students' awareness of the nature of language learning and language modes. It promotes an appreciation of diverse attitudes, beliefs and values and increases employment opportunities.

Structure

Auslan has been developed to cater for the diversity of students learning Auslan, with both First (L1) and Second (L2) Language Pathways. Learners may be deaf, hard of hearing or hearing, and may be learning Auslan as a first language or as a second or additional language.

The L1 pathway typically caters for deaf students whose native language is Auslan. These students may be deaf children of deaf parents, deaf children of hearing families who use Auslan at home, hearing children with signing deaf parents, and/or deaf students who are introduced to Auslan at school. This latter group of deaf students may not have access to Auslan at home.

The L2 pathway typically caters for students who are not members of the Deaf community; most often, hearing students learning Auslan as a second or additional language; learners may also include deaf or hard of hearing children who use another signed language, in the case of a recent immigrant, or hard of hearing children who have residual hearing or access to speech.

Each pathway includes a Foundation to Year 10 sequence. There is also a separate Years 7 to 10 sequence, with differentiated content for First and Second Language learners in Content elaborations:

- Foundation to Year 10 sequence (First-language learners)
- Foundation to Year 10 sequence (Second-language learners)
- Years 7 to 10 sequence (First- and Second-language learners)

Schools and teachers make decisions about which pathway and sequence best serves their students' needs and make appropriate adjustments to differentiate learning experiences. To assist teachers to meet the diverse needs of learners, content elaborations in the Years 7 to 10 sequences differentiate examples of language use and contexts.

Content in Auslan is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.

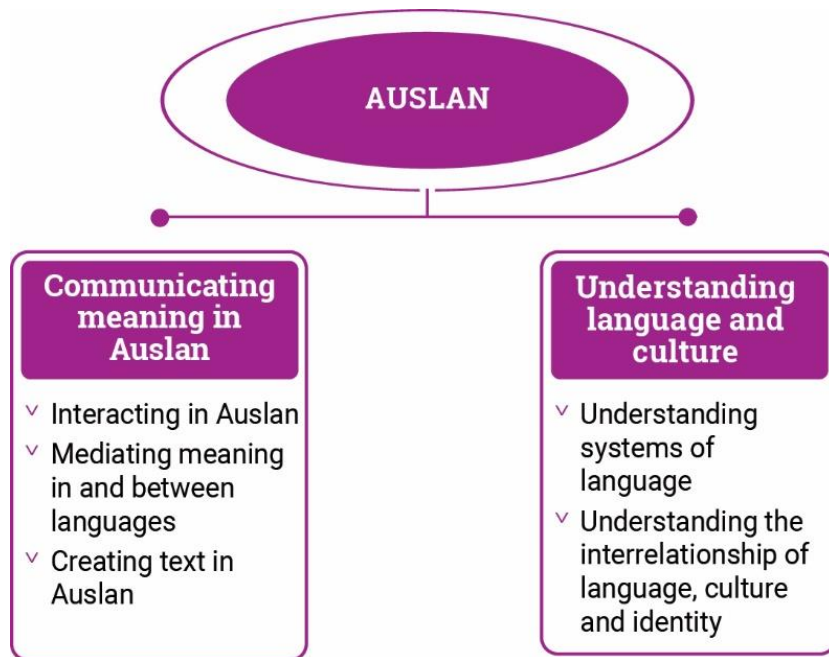


Figure 2: Auslan content structure

Strand: Communicating meaning in Auslan

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

Interacting in Auslan

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal and visual interactions; participating in planning, negotiating, deciding and taking action.

Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of visual and multimodal texts; moving between languages and cultures non-verbally and visually, recognising different interpretations.

Creating text in Auslan

Creating a range of visual and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

Understanding systems of language

Understanding the linguistic features of Auslan, including signing, grammatical and textual conventions.

Understanding the interrelationship of language, culture and identity

Analysing and reflecting on the role of language and culture in shaping identity and meaning.

Macro skills in Auslan

In Auslan, the macro skills, also known as language modes, include signing and viewing. Reading and writing are used when mediating meaning in and between languages.

Abbreviations

The following abbreviations are used in this document:

++ symbol added to show exaggeration of a meaning

ASL, BSL, RISL: American Sign Language, British Sign Language, Regional Indigenous Sign Language, respectively

BA-BA, ASH, PAH, UMB, WILF9 (multi-channel signs): signs involving both manual signs and non-manual markers to convey singular expressions, meaning BIZARRE, AS IF, FINALLY, DEFINITE/SURE, and AUTOMATIC/SET UP/DONE respectively

CA - Constructed Action

CODA - Child Of Deaf Adults

DS - Depicting Signs: make use of meaningful units of handshapes, orientation, location and movement. Linguistic research has identified three different types DS; SASS (size and shape specifiers), Handling and Entity.

- SASS - size and shape specifiers refer to classifier handshapes used to describe referent's surface, depth and width, perimeter shape, texture, weight, size, and placement, such as rows of books or stacks of books
- Handling classifiers imitate hands interacting with objects via the way it is held (eg sewing with a needle and thread or hair brush), touch (eg wriggling fingers to show typing motion), instrumental (eg fingers representing cutting with scissors)
- Entity classifiers are handshapes that may refer to a category of objects; they can represent location, movement of people, animals or objects and often resemble shape of person/animal/object eg from the elbow to fingertip, with hands spread, can represent a tree; flat handshape held horizontally can represent a vehicle; pointer finger held upright can represent a person

HOLME/ HOLM + N.M.F: signs made up of specific combinations of Handshape, Orientation, Location, Movement and Expression/Non-Manual Features. The five parameters help distinguish signs from one another.

List buoys: sign where fingers on non-dominant hand are used to represent items in a list while dominant hand points to them, and signs something about those items

NMFs - Non-Manual Features: facial expressions, head movements and other non-manual signals used in combination with signs to add meaning or grammatical information in Auslan.

NRS and VRS: National Relay Service or Video Relay Service, used to facilitate communication between deaf or hard-of-hearing individuals and hearing individuals via phone or video calls.

PERFECT (hs:okay): indicating sign for 'perfect' with the 'okay' handshape.

PRO1, 2, 3: PRO1 refers to pronoun in first person (I/me); PRO2 refers to pronoun in second person (you); PRO3 refers to pronoun in third person (she/he/it/they)

WE3, WE4: signs indicating groups of people, 'we' followed by the number indicating how many people.

WILF – WILF: is the Auslan expression that means 'automatic' or 'already done/set up'; the sign automatic is signed alongside the mouthing of WILF.

AUSLAN L1 CURRICULUM ELEMENTS

Foundation

Year level description

In Foundation, Auslan learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language. Students interact in Auslan within their family and communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Auslan through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.

Students experience and imitate the gestures of Auslan. They participate in shared viewing of texts that represent Auslan and Auslan contexts. Visual and multimodal texts may include rhymes, conversations, picture books, stories, captioned films and cartoons and performances. They may bring examples of known cultural contexts or texts to the classroom. They learn that language can be represented in different ways, including using signs and gestures in Auslan and the Roman alphabet in English. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.

Achievement standard

By the end of the Foundation year, students use play and imagination to interact and create Auslan texts, with support. They identify that Auslan and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Foundation	
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>
<p>with support, recognise and communicate meaning in Auslan</p> <p>AC9L1AUF01</p>	<ol style="list-style-type: none"> 1. greeting others using appropriate forms of address, for example, HELLO, GOOD MORNING, GOOD AFTERNOON, and use of sign names 2. participating in routine exchanges such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying PLEASE, THANK-YOU, GOOD, TODAY WEATHER SUN 3. following classroom instructions and visual cues such as pointing, eye contact and body language that include simple DS for completing activities such as SIT DS: circle Sit in a circle. DS: line-up Line up. LOOK-AT- me PRO1 Look at me. 4. participating in games that involve the use of repeated expressions and phrases such as MY TURN, YOUR TURN and expressions, actions and NMFs, for example, I Spy, Fruit Salad 5. responding to Auslan stories, through play-acting or movement, illustrating characters, events or scenes 6. using Auslan numbers 0–10, for example, sorting counters into groups and counting objects 7. participating in simple dialogues in Auslan, for example, playing shops using classroom objects such as toys and books, practising simple phrases, PRO1 WANT, PRO1 DON'T-WANT, YES, NO, PRO1 LIKE, PRO1 DON'T-LIKE 8. showing emotions through the use of NMFs, for example, responding to visual prompts and modifying emotions each time, such as being happy, sad, angry or tired 9. shadowing parts of a simple Auslan story

<p>explore, with support, language features of Auslan making connections between Auslan and English</p> <p>AC9L1AUF02</p>	<ol style="list-style-type: none"> 1. making connections between words/images and the signs to make meaning, for example, point to the object labelled as MILK and sign MILK 2. noticing that names can be signed, written and fingerspelled 3. comparing how to gain attention or show approval in Auslan in a classroom compared to English, for example, by waving or tapping and deaf clapping 4. noticing how in Auslan NMFs are more important than in English when communicating, for example, playing a matching game with facial expressions and sentences such as I LIKE FLOWERS
<p>explore connections between language and culture</p> <p>AC9L1AUF03</p>	<ol style="list-style-type: none"> 1. introducing students to different types of deaf and hard of hearing groups such as those with or without hearing aids or cochlear implants, and some that are mute or oral 2. exploring different languages and cultures of class members and identifying different ways of visually expressing meaning or showing respect, for example, waving in Deaf culture or bowing in Japanese culture 3. noticing Auslan users' use of physical space such as by changing position or standing up so they can see the signer, for example, tapping for attention and then working out the spacial arrangement to have the interaction 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia

Years 1–2

Band level description

In Years 1 and 2, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving signing and viewing. They interact in Auslan to share information about themselves and their immediate environments using play-based and action-related learning. They may also interact in Auslan in their local community. In informal settings, they use local and digital resources to explore Auslan and signing communities in Australia and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.

Students recognise key words and phrases, imitate language gestures, and use modelled language to communicate with others. They bring prior knowledge of signed language and gestures to the classroom. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to visual and multimodal texts that may include conversations, rhymes, picture and story books, animated captioned cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures.

Achievement standard

By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, using modelled language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs to create texts.

Students recognise and use the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signs and features of language. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 1–2
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>interact in classroom-related instructions and routines; and personal introductions</p> <p>AC9L1AU2C01</p>	<ol style="list-style-type: none"> using everyday greetings and social exchanges to interact with others using greetings according to relationship, context and time of day, thanking, apologising, expressing wishes or congratulations, for example, <ul style="list-style-type: none"> HI, MY NAME WHAT? G-A-V-I-N (formal) HI, ME WHO? G-A-V-I-N (informal) HOW-ARE-YOU? BYE, GOOD MORNING -J-O-N-E-S, or using the sign name if teacher is deaf or hard of hearing, if appropriate THANK-YOU HELP-me Thank you for helping me. GOOD-LUCK TOMORROW Good luck tomorrow. SORRY. A-C-C Sorry. That was an accident. NEW BABY SISTER! CONGRATULATIONS Congratulations on your new baby sister! comparing likes, dislikes, pastimes and preferences, for example, <ul style="list-style-type: none"> PRO1 LIKE APPLE PRO2 DON'T LIKE ORANGE I like apples but I don't like oranges. WHO PLAY [insert sport or musical instrument]? Who plays [insert sport or musical instrument]? asking and answering questions about families, friends, pets or routines, for example, <ul style="list-style-type: none"> PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK, BUS? How do you get to school? By car, taxi, walking or bus? YOUR PET NAME WHAT? 	

	<p>What is your pet's name? YOUR MUM WORK WHERE? Where does your mum work? POSS2 FAVOURITE SPORT WHAT? What's your favourite sport? POSS1 BIRTHDAY WHEN D-E-C My birthday is in December. POSS2 FAVOURITE ANIMAL WHAT? What's your favourite animal? WHO LIKE [insert colour]? Who likes [colour sign inserted]?</p> <p>4. exploring different ways of expressing emotion through the use of NMFs and lexical signs, for example, PRO1 FEEL SAD. WHY? TUMMY HURT I feel sad because my tummy hurts.</p> <p>5. contributing to sharing 'morning news' about personal experiences or recent events and associated emotions, using specific time markers, such as TODAY, TOMORROW, and WEEKEND YESTERDAY ME SAD Yesterday, I felt sad. TODAY ME HAPPY Today I feel happy WEEKEND, PRO1 WATCH FOOTBALL. GAME GOOD! I watched football on the weekend. It was a good game!</p> <p>6. sharing opinions and descriptions using DS and evaluative language and superlatives, as well as describing relationships with others, for example, S-A-M_best friend. PRO1 *D.S express speed* + NMFs; eyebrows raised, eyes narrowed, lips turned upwards. Sam is my best friend, he runs fast.</p>
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	<p>MUM HAVE BROWN *DS to describe long hair*. Brown eyes</p> <p>Mum has brown wavy hair, and brown eyes.</p> <p>DAD LOVE FOOTBALL PRO2 HAVE BLONDE</p> <p>Dad loves football. He has blonde hair.</p> <p>POSS1 SISTER ENJOY DANCING. PRO2 HAVE HAIR LONG (DS show to waist, uses appropriate NMF to show excessive length)</p> <p>My sister enjoys dancing, she has really long hair.</p> <p>POSS1 MY DOG BIG FLUFFY BROWN</p> <p>My dog is big, and has brown fluffy fur.</p> <p>7. following communication protocols and deaf etiquette to effectively interact and be visible such as turn-taking strategies and NMFs to express agreement or disagreement while socialising with peers</p> <p>8. role playing being a teacher and students, providing and following instructions using plain or modified indicating verbs, for example,</p> <p>Teacher instruction: PRO2 FIRST, SECOND, THIRD, PRO2 NEXT</p> <p>You first, second, third, and you're next.</p> <p>HERE SIT BOOK READ, FINISH PUT++</p> <p>Over there we sit and read books, and when we're finished we put them away.</p> <p>PENCIL PRO1 GIVE++</p> <p>I'll give out the pencils.</p> <p>ACTIVITY FINISH PACK UP++</p> <p>Activity is finished now. Pack up.</p> <p>9. following directions in activities such as an obstacle course or action game, using directional terms or DS such as DS:turn-left DEAD-END DS:turn-right</p> <p>Go left, then at the end turn right.</p> <p>PLEASE BRING MILK FRIDGE DS:open-door POINT</p>
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	<p>Please bring the milk; it's at the bottom of the fridge door.</p> <p>10. asking for help or permission, for example, PLEASE HELP-me? Can you help me, please? PRO1-plural CAN SHARE? Can we share these? AGAIN PLEASE Can you please sign it again? SLOW PLEASE Can you sign it slowly please?</p>
<p>participate in a range of play-based activities using modelled expressions and visual cues AC9L1AU2C02</p>	<p>1. participating in group games that require recalling information such as going around a circle and adding to a lengthening sequence of events, for example, YESTERDAY ZOO, I SAW-FINISH GIRAFFE YESTERDAY ZOO, I SAW-FINISH GIRAFFE, KOALA etc....</p> <p>2. taking turns in games or activities that involve information exchange such as Twenty Questions with yes/no answers, or Guess Who?, for example, using and responding to directional terms or DS to complete an obstacle course or action game</p> <p>3. leading class activities, for example, a 'follow the leader game' providing movements for others to copy</p> <p>4. collaborating in activities that involve making decisions about choices or contributions such as playing a game of GOOD CHOICE OR BAD CHOICE?, for example, STEALING MONEY; GOOD OR BAD CHOICE? PUSH FRIEND; GOOD OR BAD CHOICE? HELPING DAD WASH DISHES; GOOD OR BAD CHOICE?</p> <p>5. participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback POSS1 I WANT ICECREAM. NEED PAY \$5.00 LADY I want ice-cream. I need to pay the lady \$5.00.</p>

	<p>CHOCOLATE ICE-CREAM DELICIOUS Chocolate ice-ream is delicious.</p> <p>POSS1 MY DAD PAY-WAVE FOOD My dad uses pay-wave to buy foods.</p> <p>6. interacting with a signing puppet or doll in an imaginary setting, for example, by signing questions such as WHAT LIKE D-O PRO2? What do you like to do? WHY? Why?</p> <p>7. participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game 'Space Jump'</p> <p>8. creating a class profile or language map by identifying different languages used by their classmates</p> <p>9. playing whole class games such as TIME WHAT, WOLF? using o'clock times</p>
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and modelled phrases</p> <p>AC9L1AU2C03</p>	<ol style="list-style-type: none"> 1. completing information gap activities by gathering information from peers about topics such as family members, favourite foods, toys or games 2. identifying and categorising objects that relate to properties such as colour, number, size or shape and responding by describing objects using DS 3. watching short Auslan texts about topics such as hobbies, animals or sports, recording key points of information using tables or graphic organisers 4. recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Auslan 5. reporting key points obtained from predominantly visual infographics or diagrams related to different learning areas, for example, using space and spatial awareness to depict and describe the life cycle of a butterfly 6. working with information to create a class video such as categorising signs in simple Auslan texts according to handshape, for example, a flat handshape equals, SCHOOL, BOOK, MUM 7. following a procedural signed text to collect information needed to complete a task, such as how to build a Lego model or

	<p>how to make a sandwich</p> <ol style="list-style-type: none"> 8. viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events, for example, watching the Very Cranky Bear and describing the bear using CA, DS, NMFs 9. responding to performances of 'visual vernacular' and Deaf poetry that evoke emotions such as sadness, fear or excitement, and indicating enjoyment or personal feelings 10. responding to forms of Deaf art such as handshape creations, for example, reproducing key elements in own artwork, using lexical signs such as LOVE, LOOK GOOD, NOT BAD or UGLY 11. viewing visual stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting or using DS, focussing on the importance of eye gaze and role shift in CA when responding to the text 12. responding imaginatively to stimuli, using gestures, handshapes, facial expressions and signs, for example, acting out different ways a character in a story may have responded
<p>recognise language that carries cultural meaning in everyday social interactions</p> <p>AC9L1AU2C04</p>	<ol style="list-style-type: none"> 1. translating simple Auslan signs to peers by fingerspelling or writing the English word, for example, distinguishing between signs and fingerspelled version of DOG, CAT, BIRD, and names, understanding that fingerspelling is a tool for translation between English and Auslan 2. highlighting non-equivalent Auslan signs to English such as ba-ba (bizarre), pah (finally), ash (as if), wilf (automatic) 3. looking at how deaf and hard of hearing people express stories in Auslan and noticing how embedded the stories are in Deaf culture and identity, for example, explaining in detail why one is late to class 4. developing understanding of the iconicity of some signs, such as basic iconic signs for sports, for example, RUNNING, SWIMMING and discussing possible translation of these signs 5. 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 6. recognising that there are many sign languages around the world and that sign languages in English-speaking countries such as Auslan, ASL and BSL are different 7. considering the meaning behind one's sign name, indicating if it is related to appearance, personality, a characteristic, story, habit or family 8. viewing a simple Auslan or English video and translating main sequence of events into English or Auslan, noticing any difficult to translate elements
<p>Sub-strand: Creating text in Auslan</p>	

<p>use modelled familiar language to create signed, visual and multimodal texts</p> <p>AC9L1AU2C05</p>	<ol style="list-style-type: none"> 1. creating and presenting a modelled show-and-tell describing an object or animal using lexical adjectives such as colours, or DS relating to size, weight, pattern, texture and shape 2. presenting specific information such as a weather report using digital presentation as a visual prompt, using DS (entity, SASS, and handling) to share information with the class or teacher 3. demonstrating a simple procedure using list buoys and related sign vocabulary to explain the different steps, for example, how to play a game or how to find a hidden object 4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. labelling objects in the classroom and in learning resources such as books and wall charts with pictures of lexicalised signs, for example, an image of an apple matched with an image of the sign for 'apple' 6. preparing to communicate about personal experiences such as a holiday or weekend event, or daily routines/family life such as how they travel to school, what they eat for lunch, using lexicalised signs, time markers, NMFs, DS and CA where appropriate and relevant 7. creating their own variations on familiar stories such as 'Humpty Dumpty' or picture books only using SASS, entity, and handling DS 8. creating amusing sequences of signs using a fixed handshape, such as using only the pointer handshape to sign YOU THINK PRO1 SHY You think I'm shy? 9. exploring the use of CA such as eye gaze change, body shift and head orientation when enacting imagined adventures, such as riding a bike up hill, and then down again really fast 10. making their own handshape creations, for example, flat hand = FISH, pointer finger = A PERSON
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Strand: Understanding language and culture		Years 1–2
Sub-strand: Understanding systems of language		
Content descriptions	Content elaborations	
Students learn to:	This may involve students:	
<p>recognise and imitate modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs)</p> <p>AC9L1AU2U01</p>	<ol style="list-style-type: none"> 1. noticing the location of a sign on the body or in space and considering its connection to the sign’s meaning, for example, signing THINK or KNOW on the location of the head related to our brain doing the thinking or containing knowledge 2. recognising the use of specific handshapes when signing, for example, COCKATOO (hs:5) and SOCCER (hs:fist) 3. practising the parameters of HOLM and NMFs to produce meaningful signs, such as hs:hook, tapping the nose twice (SISTER), the chin twice (DINNER), or cheek twice (FUNNY) 4. developing double-handed signs such as SET UP, and CONFIDENT, where both hands are engaged 5. understanding the need to sign at a consistent speed and pace 6. recognising movements of the hands in modelled signs, for example, GIRL or BOY 7. noticing that meaning can be expressed through fingerspelling, for example, fingerspelling individual words using clear letter formation 8. recognising that some fully lexical and partly lexical signs are iconic or derivative, linking to the appearance of the referred sign, for example, HOUSE, TREE, ELEPHANT, and that some are more arbitrary, such as SISTER, WHY, SIMPLE 9. following a simple handshape chart such as categorising handshapes with the signs, showing handshape incorporating HOLM, for example, the flat handshape for my, mine, community, mum, head and hat 10. practising signing with correct mouth gesture, for example, not ‘mumbling’ by using a small mouth movement and not ‘yelling’ by using an overly large mouth movement 	
<p>recognise that signs and features of language are used to construct meaning in Auslan</p> <p>AC9L1AU2U02</p>	<ol style="list-style-type: none"> 1. showing understanding of signing space, movement, NMFs, CA and DS, such as using medium signing space for normal signed discourse, and larger space for more energetic/emotional signed discourse, or smaller space for discreet signed discourse 2. identifying what is represented in a DS by a particular handshape, for example a person, pole or tree can be represented by hs: pointer and a cylinder can be traced by hs: cup, hs: 8 or hs: flat can be used to represent a vehicle, hs: horizontal point can represent an animal and also using SASS to show size and length of an object such as a ruler 	

	<p>3. knowing that signing involves either telling with signs or showing with DSs and periods of CA MAN WALK SLOW DS(point):man-walks-slowly CA:man-swinging-arms-nonchalantly</p> <p>4. noticing that single-digit numbers can be separate lexical items or merged into other signs such as those for ages, for example, 5-YEARS-OLD or adverbs of time such as 3-WEEKS-AGO or pronouns WE3, WE4</p> <p>5. recognising that there is no verb 'to be' in Auslan, for example, ME COLD I am cold. YOU GO SHOP? Are you going shopping?</p> <p>6. understanding how to create complete sentences through movement within signs, for example, CALL-him (sign moves from the signer to referent indicating the signer called the referent) I called him. PRO2 HELP (the sign HELP moves from the referent location to the signer's body, expressing that the help was given to them)</p> <p>7. knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD), and can be expressed using lexicalised signs such as colour and sound, or for size, shape, weight, texture</p> <p>8. recognising that adjectives signs can reinforce the signers' messaging or description and are used for distinguishing between clauses that are statements and those that are questions</p> <p>9. using NMFs and SASS size and shape specifiers to represent meaning, such as widening eyes and puffing cheeks for depicting growth, puffing cheeks and slumping shoulders for depicting heaviness, narrowing eyes and mouth for something thin</p> <p>10. noticing that Auslan pronouns are different from English ones because they don't show gender but they can show location and a specific number of referents using NMFs, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)</p> <p>11. categorising and recognising different noun and verb signs in clauses such as in common and proper nouns for people, animals, places or things and understanding that proper nouns can have lexicalised signs, for</p>
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	<p>example, lexicalised proper nouns such as PARIS; DOG, fingerspelled proper nouns such as P-I-G-E-O-N; W-A-R-B-U-R-T-O-N village and pointing sign for pro-nouns such as GIRL READ versus PRO3 READ; VISIT FRIEND versus VISIT PRO3</p>
<p>notice that Auslan has features that may be similar to or different from English AC9L1AU2U03</p>	<ol style="list-style-type: none"> 1. noticing that Auslan has more flexibility in word order than English 2. participating in shared reading of children’s books containing Auslan images and English text, asking and answering questions about unfamiliar words and phrases, and noticing the comparative number of signs and words used in the book 3. recognising that Auslan is a different sign language to that in other countries, and this is similar to countries having different spoken languages 4. creating a chart or poster to compare signs used in ASL, BSL and/or NZSL that are similar to Auslan 5. recognising that different texts serve different purposes in both Auslan and English, for example, comparing the Auslan and English texts in a procedure such as a recipe or in a narrative such as a story 6. recognising lexicalised signs when comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU? compared to How are you?, and combining with NMFs to convey meaning, mood and tone 7. comparing sentences in Auslan and English, for example, comparing how features of CA such as body movement, mannerism, role shift, eye gaze and NMFs may or may not be present in an English translation 8. using real, abstract, and topographical space such as diagrammatic and viewer when explaining location 9. creating a poster, chart, or diagram of the origins of Auslan from British Sign Language and Irish Sign language used by early settlers and convicts in the early 1790s
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>notice that people use language in ways that reflect cultural identity AC9L1AU2U04</p>	<ol style="list-style-type: none"> 1. identifying and showing markers of social and cultural identity when introducing themselves, their family names, given name/s and sign names in a role play 2. noticing how identity is represented in a sign name, discussing the names of class members and where that name came from, if appropriate 3. identifying themselves as members of a Deaf community, describing their relationships with deaf, hard of

	<p>hearing and hearing children, family members, the Deaf community, as well as the wider 'hearing' society</p> <ol style="list-style-type: none"> 4. exploring symbols and language used by First Nations Australians and the Deaf community in a range of contexts, for example, finding out what the symbols on flags represent 5. exploring the 'Deaf way' such as the use of physical space to ensure signers can see each other, being able to communicate through windows, or from a distance, and recognising the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture 6. considering roles and responsibilities in relation to membership of a community, for example, in a Deaf community by describing how they can help others to be aware of their communication preferences in the classroom or with responsibilities related to a local community, such as how to be a caring neighbour 7. identifying different ways Deaf community members communicate with each other and with members of the wider hearing community using English or Auslan, including face to face or via technology, interpreters, and relay service 8. using a Y-chart to compare aspects of their lives as deaf or hard of hearing children with those of hearing children, for example, ways of playing games such as the pool game Marco Polo, which uses splashing instead of calling out the name 9. talking about Auslan signs or informal signs they might use at home that are different to signs used by other people
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Years 3–4

Band level description

In Years 3 and 4, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving signing and viewing. They use Auslan to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. They may also bring their experience of interacting in Auslan in their local community to the classroom. In informal settings, they use local and digital resources to explore Auslan and other signing communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.

Students develop signing skills and use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They may bring knowledge of words and expressions from their local community to the classroom. Students use their literacy capabilities in Auslan and/or English to recognise some similarities and differences between Auslan and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Auslan texts such as picture books, stories, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.

Achievement standard

By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning and transacting. They locate, organise and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use familiar and formulaic language and basic syntax to create texts.

Students use the parameters and combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with cultural identity, and identify how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 3–4
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
Students learn to:	This may involve students:	
<p>initiate exchanges and respond to questions about self, others, and classroom environment, using modelled and familiar expressions</p> <p>AC9L1AU4C01</p>	<ol style="list-style-type: none"> 1. encouraging and praising each other using phrases such as GOOD WORK, EXCELLENT TRY, CONGRATULATIONS PRO2 WON LUCKY/GOOD LUCK, UNLUCKY/BAD LUCK 2. discussing preferences spontaneously in relation to school or general activities, using comparative language, for example, PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART, WHY? I LIKE PAINTING I like maths and science, but my favourite subject is art because I like painting. 3. asking factual questions with relevant lexicalised signs, DS, CA and NMFs to request information about planned activities in the Deaf community, or local and national events, in relation to details such as place, time or cost, for example, DEAF CLUB START WHEN? When does Deaf Club start? THIS YEAR DEAF OLYMPICS- WHERE? Where are the Deaf Olympics this year? NAIDOC ASSEMBLY MEET TIME WHAT? What time do we meet for the NAIDOC assembly? 4. developing appropriate conversational behaviours such as sharing ideas through turn taking, acknowledging and extending others' contributions using discourse markers, interjections, fillers and NMFs such as OH! WHOA (hs:claw movement in front of face like SORRY or DANGER) ASH! (as if) WOW 	

	<p>YOU-KNOW</p> <p>UM</p> <p>AH (I see)</p> <p>BUT (finger point. NMF eyebrow raise)</p> <p>5. sharing feelings about important experiences or events, using NMFs to show manner, for example, PRO1 EXCITED HOLIDAY SOON</p> <p>I am excited about the holidays.</p> <p>POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD</p> <p>I was sad when my friend changed schools.</p> <p>6. comparing routines or activities in face-to-face or online exchanges, using signs for time, sequence and location such as</p> <p>WHAT TIME PRO2 USUALLY GO-TO-BED?</p> <p>What time do you usually go to bed?</p> <p>EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY2 MATHS LIST-BUOY-3 SWIMMING. POSS2 CLASS G:WELL?</p> <p>Every Monday my class has reading, then maths, then swimming. What about your class?</p> <p>7. using persuasive language in social interactions with each other, using NMFs and lexicalised signs such as MUST/MUST NOT versus CAN/CAN'T to explicitly express opinion or stance on an issue, or use of conditionals to demonstrate cause and effect, for example,</p> <p>I-F PRO2 DRIVE DANGEROUS, PRO2 WILL CRASH</p> <p>If you drive dangerously, you will crash.</p> <p>8. using appropriate protocols when following instructions or gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and using language such as EXCUSE ME or SORRY INTERRUPT or QUICK INTERRUPT when interrupting a conversation</p> <p>9. developing communicative strategies in conversations such as clarifying own and others' points of information, for example,</p> <p>PRO2 MEAN...?</p>
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	<p>Do you mean ...? THAT RIGHT? Is that right? KNOW WHAT PRO1 MEAN? Do you know what I mean? THIS PRO2 FINISH THIS? Do you think that's finished now? RIGHT PRO1? ... am I right?</p> <p>10. understanding how to walk between signers engaged in conversation without interrupting whereby the signer walks in front of the person signing and the person walking behind is responsible for steering the signer away from bumping into people, objects or poles</p>
<p>participate in activities that involve planning and transacting with others, using a range of phrases and structures in familiar contexts</p> <p>AC9L1AU4C02</p>	<p>1. working together in design projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing, for example, making a film to describe the basic needs of an animal</p> <p>2. playing group games that involve the exchange or discovery of hidden information such as a treasure hunt or guessing game, using lexicalised signs and SASS DS for appropriate questioning, for example, BROWN EYES CURLY HAIR, PRO2 HAVE, YES-NO? Does he have brown eyes and curly hair? CAN COOK WITH? Can you use it for cooking? DS:turn-left DEAD-END DS:turn-right. Go left, then at the end turn right. DS:open-door POINT DS:walk-through Open the door and walk through.</p> <p>3. negotiating roles and responsibilities such as group leader, note taker or reporter and expressing preferences when working on shared projects, using expressions such as PRO1 RATHER THAT. JOB PRO2 WANT, WHAT?</p>

	<p>I would prefer to do that; What job do you want to do?</p> <p>PRO1 FILM PRO2 QUESTION-her</p> <p>I'll film; you ask her the questions.</p> <p>4. working together on collaborative tasks such as craft activities, using interactional phrases such as CAN PRO2 BRING SCISSORS PAPER, PLEASE? Can you please bring scissors and paper?</p> <p>5. using a structured script or story to create a role play in groups, for example, a script for a visit to a restaurant or adjusting aspects of stories such as The Big Bad Wolf, Little Red Riding Hood, using CA, NMFs and role shift</p> <p>6. contributing to the development of a set of class rules, for example,</p> <p>NOT-ALLOWED GUM (CA) We are not allowed to have gum.</p> <p>MUST CHAIRS-IN (DS-entity) We must push our chairs in.</p> <p>MUST PUT YOUR HAND UP (CA) You must put your hand up.</p> <p>ALWAYS NICE/RESPECTFUL/POLITE Always be nice/respectful/polite</p> <p>7. relaying messages between different members in Auslan games such as Auslan Whispers, passing on visual images or jig-saw activities using DS or lexicalised signed sentences, for example, one student has half an image of a pink elephant, and signs to others PINK ELEPHANT, YOU HAVE? YES-NO?</p> <p>8. creating a class profile or language map by identifying different languages used by members of their families</p>
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Sub-strand: Mediating meaning in and between languages

<p>locate, organise and respond to key information related to familiar content in signed, visual and multimodal texts</p> <p>AC9L1AU4C03</p>	<ol style="list-style-type: none"> 1. using information collected from peers about interests, preferences or routines and presenting findings to the class using visual supports/graphic organisers, for example, determining the percentage of environmentally friendly methods of transport that students use to get to school 2. categorising object and signs based on their handshapes in activities such as a handshape bingo game, listing or signing signs related to the fixed handshape selected by the teacher, for example, hs:5 = COCKTATOO, WHERE, HOW-MANY, FIRE 3. watching an Auslan video explaining the basic rules in a game or sport and following instructions by playing the game 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Auslan 5. paraphrasing, retelling or recalling key points of information used in announcements, short documentaries or news items such as signing back the information in Auslan or explaining the content to a peer who watched a different item 6. viewing short Auslan stories or signed presentations by a teacher, peer or visitor, identifying specific points of information and recording observations in table form, for example, who, what, when, where 7. using CA and gesture to predict subsequent events in a cartoon or short film clip, answering, for example, NEXT, WHAT? What happens next? 8. comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other and explaining why 9. drawing a personal interpretation of a 'visual vernacular' description of a character's appearance 10. viewing performances by companies such as the Hong Kong Theatre of the Deaf and expressing their reactions using NMFs to show changing emotions such as anticipation, fear or relief 11. demonstrating understanding of a narrative through retelling or enacting or using DS, focussing on the importance of eye gaze and role shift in CA when responding to the text
<p>develop strategies to comprehend and adjust Auslan to convey cultural meaning</p> <p>AC9L1AU4C04</p>	<ol style="list-style-type: none"> 1. noticing how signs can convey rich, multilayered meaning which might not have a direct match in English captioning, for example, using only NMFs to convey how powerfully the Big Bad Wolf blows down the Three Little Pigs' houses, or CA to convey Jack's focus and exertion in climbing the beanstalk in Jack and the Beanstalk

	<ol style="list-style-type: none"> 2. discussing the types of multiple lexicalised signs and words that seem to have direct matches/equivalents and those that equate to chunks of English in a single sign, for example GO-TO meaning to travel to/to attend/to go/to in English or more lexicalised words such as MOTHER, SCHOOL 3. using receptive skills for fingerspelling words such as -ough, -ing 4. identifying a list of non-equivalent Auslan sign/gestures used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for time, shrugging shoulders for don't know 5. creating a class signed translation of repeated lines in familiar children's stories, such as We're Going on a Bear Hunt, using DS to show prepositions throughout the story 6. identifying the iconicity of some signs, such as SNORKEILING, SAILING, and noticing how similar they are to the object/referent, and how this transparency might help 'translatability' of concepts for non-signers 7. exploring similarities and differences in Auslan dialects that differ in the northern regions (NSW, Qld and ACT) and southern regions (Vic., SA, WA, NT and Tas.), such as ANIMAL or AFTERNOON, and colour signs 8. creating bilingual texts for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different languages for different audiences 9. explaining and identifying the meaning behind one's sign name based on factors such as personality traits, physical characteristics, or notable skills 10. watching a simple Auslan video and translating this into written English
<p>Sub-strand: Creating text in Auslan</p>	
<p>create and present informative and imaginative signed, visual and multimodal texts using formulaic expressions and phrases and modelled textual conventions AC9L1AU4C05</p>	<ol style="list-style-type: none"> 1. planning and rehearsing to present factual information at a school assembly, for example, information about significant events such as National Week of the Deaf or Harmony Day, using visual supports such as a timeline 2. presenting an informative video about their school to support newly arrived deaf students using Auslan and visuals, including a signed glossary of the most relevant signs 3. explaining a favourite computer game, sport or playground game to a younger audience, highlighting key terms and supporting the information with pictures, gestures and demonstrated actions, for example, teaching how to play handball or Duck Duck Goose 4. creating simple descriptions in Auslan and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. creating card games to play with peers that contain pictures, labels and signs, for example, cards relating to

	<p>different forms of transport</p> <ol style="list-style-type: none">6. creating an informative video for younger peers, identifying the Auslan signs into handshape categories7. conveying information about cultural events, for example a digital report in a school newsletter, such as an excursion to a Deaf event/school, Auslan Day, a Deaf visitor or about local community, national or international events such as ANZAC Day or Chinese New Year8. experimenting and adapting key elements of a popular picture book or humorous story to create a short, signed performance using elements of CA such as role shifting, eye gaze, and NMF, and adapt the use of signing space and signing techniques according to character9. performing stories for a live audience or community festival with a focus on NMF to express emotion and humour
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Strand: Understanding language and culture		Years 3–4
Sub-strand: Understanding systems of language		
Content descriptions	Content elaborations	
Students learn to:	This may involve students:	
<p>recognise and use combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases</p> <p>AC9L1AU4U01</p>	<ol style="list-style-type: none"> 1. using the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space) 2. understanding that NMFs are an element of a sign and used to show emotional states as well as demonstrating emphasis, weight, exertion, proximity, texture, and speed, for example, puffed cheeks to demonstrate heaviness of an object being carried 3. noticing the orientation of handshapes in signs by focussing on a handshape of the week, such as hs:pointer and linking with lexicalised signs like BOY, THINK, PEOPLE 4. identifying and demonstrating compound signs and recognising the HOLM and NMFs of signs to create new meaning, for example, the sign RED + BALL = TOMATO 5. distinguishing between single-handed signs such as MUM, SON, two-handed signs, such as BOOK, CHURCH and double-handed signs like TOILET, CONFUSE, and TOMATO 6. using pace and speed to demonstrate anticipation, and/or enhance storytelling 7. recognising the pattern and describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th 8. noticing that meaning through fingerspelling can be expressed at a slow, medium, and fast speed to match the deaf audience given the environment, context and the familiarity with the word or concept they are spelling 9. recognising and identifying the fully lexicalised signs that originated as partly-lexical DS, for example, AEROPLANE, TICKET, DRINK, MEET AND MEETING 10. understanding and identifying the concept of linguistic aspects in HOLM 11. recognising how to sign with correct mouth gesture to show emphasis and represent force and noise, for example, mouthing ALP when signing I'M SURE expresses the signer's certainty 	
<p>recognise and use Auslan conventions, grammatical structures and basic syntax, in familiar texts and contexts</p> <p>AC9L1AU4U02</p>	<ol style="list-style-type: none"> 1. recognising that Auslan users' use of signing space, movement, NMFs, CA and DS, enrich many elements of the language 2. demonstrating different types of DSs that are entity, handling and SASS and understanding what they are in the context these signs are produced in 	

	<ol style="list-style-type: none"> 3. noticing how signers visually reconstruct their own or another's talk and/or actions using all elements of CA which includes eye gaze, NMFs and role shifting by recognising when the signer changes character or reacts in a particular way 4. discriminating the difference between verb and noun lexicalised signs when the signer describes a person, animal, or items, for example, WOMAN, LONG ds HAIR The woman has long hair. FOOTBALL WHERE point GYM The football is at the gym. 5. noticing the relationship between the location of referents and the direction of some indicating verbs, for example, role playing CALL-ME, CALL-YOU 6. recognising and responding to verbs in signed text, for example, doing (WALK, WRITE) and saying (TELL, CALL-OUT, ANNOUNCE) verbs in teacher instruction and narrative texts 7. using signs that demonstrate when a verb happens such as IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW; where a verb happens such as PRO3 RUN FAR or COME HERE and how a verb happens such as FAST or SLOW or PRO2 QUICK FINISH 8. translating English adjectives to Auslan, using SASS DSs and NMFs 9. noticing that clauses can be made more vivid by integrating NMFs to show with body or hands or by showing adverbial or adjectival meanings such as READ CAREFUL, with the sign CAREFUL accompanied by appropriate and effective NMFs 10. distinguishing between yes/no questions and wh- questions and noticing that each type of question has different NMFs 11. noticing that sometimes Auslan signers have information about how noun signs can be used with verb signs to explain what happens through NMFs rather than separate signs, for example, WRITE -carelessly 12. recognising some word order is different in Auslan phrases in greetings than in written English, for example, HOW ARE YOU? YOU GOOD? SEE YOU LATER
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<p>recognise familiar Auslan structures and features and compare with those of English, in known contexts</p> <p>AC9L1AU4U03</p>	<ol style="list-style-type: none"> 1. recognising some signs are borrowed from other sign languages around the world, with heavy influence from BSL and ASL and their dominant presence on social media, for example, the kiss fist gesture is a form of ASL expressions meaning TRULY LOVE IT, and the simultaneous use of hs:ILY, ASL for I LOVE YOU 2. noticing that differing purposes in the creation of Auslan texts result in differing types and amounts of signing, for example, the use of more CA in narratives 3. recognising there are lexicalised signs such as the days of the week, name of the month, C-R-E-A-M, and names of states such as V-I-C, N-S-W, S.A 4. recognising the features of using different NMFs, eye gazing and mannerism to gain, hold and finish explaining the context and considering words in English which perform similar functions such as 'Yes', 'Really?', 'Wow', and 'That's it.' 5. comparing deaf and hearing jokes noticing that Auslan jokes have an emphasis on visual elements, and deaf ways, for example, the timber joke 6. keeping a bilingual class record of lexicalised Auslan signs and informal signs that they might use at home and at school
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Sub-strand: Understanding the interrelationship of language, culture and identity

identify connections between Auslan,
cultural practices and identity

AC9L1AU4U04

1. considering markers of social and cultural identity adaptations to Auslan use when communicating in different environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
2. recognising and identifying behaviours, rights, roles and responsibilities as a member of the Deaf community in relation to ownership and maintenance of Auslan, and how these rest within the Deaf community
3. recognising the distinctive behaviours and attitudes upheld in the Deaf community that is the 'Deaf way' such as 'the long goodbye', the significance of storytelling in social settings such as over-explaining why one arrived late, and direct/blunt comments
4. exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Auslan language and culture, for example, the different regional words used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga and comparing this with Auslan users
5. recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is a mode of communication
6. exploring the positive effects of learning Auslan such as the ability to express themselves and to belong to the Deaf community
7. comparing social etiquette in different communities and cultures, for example, in the Deaf community, Deaf culture places greater importance on eye contact than many cultures that communicate through spoken language or comparing manners in different intercultural contexts
8. identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of written English or of interpreters
9. recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing, haptics, and tactile fingerspelling
10. recognising and identifying when Auslan was introduced in deaf schools in Australia and how the Auslan dictionary was formed in 1989
11. understanding that the effects and variation in signs and signers across Australia are due to differences in location, age or schooling such as northern/southern dialect or attendance at a Deaf school

Years 5–6

Band level description

In Years 5 and 6, Auslan learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving signing and viewing. They interact in Auslan to exchange information and ideas relating to their interests, school and local environment, and engage with Auslan-using communities in person or via digital access. They may work independently and/or in groups to collaborate and share learning, with support. Students use digital and multimodal resources to extend their learning.

Students engage with a range of visual and multimodal texts that may include stories, posters, notes, invitations and procedures. They may share authentic resources from their local community with their peers. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.

Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their experiences and views. They collaborate in activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a range of vocabulary and structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of signs, pace and signing space to develop fluency. They use modelled and formulaic structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 5–6
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>initiate and sustain exchanges related to students' experiences and opinions of their personal worlds and school environment</p> <p>AC9L1AU6C01</p>	<ol style="list-style-type: none"> 1. encouraging each other, for example, making connections between actions and effects, such as BAH! BECAUSE PRO2 WORK-HARD, YOU SUCCESS Because of your hard work, you were successful! Hooray! 2. participating in face-to-face or online exchanges with Auslan users in other contexts, for example, conducting an interview to discuss topics of shared interest, such as sports, television shows or digital media they enjoy viewing 3. engaging in both prepared and spontaneous questions within conversations and discussions, using active watching behaviours such as using NMFs, eye gaze, head nodding, shaking, leaning back and forth in interest or surprise and contributing their own ideas, questions and opinions 4. exchanging views with their peers to identify values that they hold as important, for example, caring for the environment or providing support resources for the Deaf community such as subtitles on movies, for example, PRO1 STRONG DEAF I am profoundly deaf. LOOK-AFTER ENVIRONMENT, PRO1 WANT I want to look after the environment 5. comparing personal experiences and opinions, and expressing agreement or disagreement in a respectful manner, for example, AGREE YES or PRO1 AGREE Yes, I agree. PRO1 KNOW WHAT MEAN, BUT... I know what you mean, but ... DOUBT I'm not sure 	

	<p>AGREE-NOT</p> <p>I don't agree ...</p> <p>6. discussing school experiences or events using time markers, for example, LAST WEEK, ASSEMBLY GOOD, BUT LONG-TIME (NMF to emphasise really long) Assembly was good but it was sooo long. TODAY, SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT? What did you think about the swimming carnival today?</p> <p>7. contributing to discussions by clarifying and critiquing ideas/opinions and developing and supporting arguments, using statements such as I FEEL YOU RIGHT TALK OVER ... BECAUSE... I think it's good you are talking about ..., because...</p> <p>8. using interactional strategies such as paraphrasing, questioning and interpreting non-verbal cues when communicating with their peers or teacher such as pointing and signing THAT, WHAT, WHAT-FOR, GO-BACK/BACKTRACK, WAIT, HOLD, YOU MEAN..., KEEP GOING, COME-ON, ANYWAY..., BACK-ON-TRACK</p> <p>9. participating in a structured debate, clarifying and summarising ideas, for example, PRO2 EXPLAIN OVER WHAT? DEAF EDUCATION HISTORY, DEAF FAMILIES He explained about the history of deaf education and deaf families. PRO2 FINISH TALKING OVER, (listbuoy1) DEAF EDUCATION HISTORY, (listbuoy2), DEAF FAMILIES They talked about two things; Deaf education history, and Deaf families</p> <p>10. sharing information and providing direction according to the context for a new participant joining a conversation PRO2 TELLING-US OVER MOVE HOUSE He was just telling about moving into his new house. PRO3 FINISH US TALKING OVER BASKETBALL</p>
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	<p>We were just talking about the basketball.</p>
<p>participate in activities that involve planning and negotiating with others, using familiar and modelled idiomatic language to agree, suggest and resolve</p> <p>AC9L1AU6C02</p>	<ol style="list-style-type: none"> 1. problem-solving in team activities, for example, working to reduce the use of plastic at home and school, using language such as FIX/SOLVE, HOW? How can we solve this? WHAT-DO? What can we do next? 2. playing group games to categorise or classify information, for example, categorising animals as domestic animals, zoo animals or sea animals by allocating students with different animal cards and students using DS and asking YOUR ANIMAL LOOK LIKE WHAT? What does your animal look like? 3. negotiating roles, responsibilities and priorities in activities such as cooking, science experiments or designing a class garden, making suggestions such as PRO1 THINK SHOULD FIRST THIS, WHEN DONE, FOCUS-ON THAT I think we should first do this, then when done, focus on that. and using conditional language such as IF NOT-YET HEADSHAKE, CAN'T NEXT++, If not yet finished, don't do the next step. 4. using strategies that support effective participation in shared collaborative task/activities, including signing clearly, pausing for others to respond, asking questions, linking their own contributions to those of others or waving to indicate they have something to contribute next 5. organising activities such as excursions or planning an imaginary trip, and deciding what they want to do and associated details, for example, I WANT... I DON'T WANT

	<p>I WILL... I WON'T</p> <p>WE2 MEET WHERE?</p> <p>Where are we meeting?</p> <p>TIME MEET?</p> <p>What time should we get there?</p> <p>THERE HOW?</p> <p>How are we getting there?</p> <ol style="list-style-type: none"> 7. creating a group presentation on a controversial proposition, for example, 'Phones should be banned' to present to teachers or parents, using list buoys and formal signs such as FIRSTLY, SECONDLY, THIRDLY 8. creating and presenting a language map by identifying different languages used by Deaf communities around the world
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose and audience</p> <p>AC9L1AU6C03</p>	<ol style="list-style-type: none"> 1. viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, summarising key points and responding to this information, for example, interviewing a deaf adult about their educational experiences and comparing these with own experiences 2. researching topics using a range of sources such as interviews with Auslan speakers, films and websites to organise and share the information in face-to-face or secure digital format in Auslan, for example, researching and presenting about recycling, the water cycle or the solar system 3. viewing a short news item or film clip in Auslan about a topic such as a local community event, and describing or giving an opinion about the main aspects, for example, summarising a sports video in Auslan 4. reading or viewing First Nations Australian authors' stories in Auslan or English and comparing words, formulaic expressions and sentences 5. compiling and presenting information from a survey of peers and displaying results, for example, surveying about their family and analysing and presenting results through short, signed presentations or in chart, graph or table form, for example, asking <p>PRO1 HOW MANY DEAF PEOPLE IN YOUR FAMILY.</p>

	<p>How many deaf people do you have in your family?</p> <ol style="list-style-type: none"> 6. comparing events from imaginative texts and making connections with experiences in their own lives, for example, reading 'The Wrong Book' and considering resilience in the face of adversity such as dealing with the frustration of not feeling 'heard' 7. viewing expressions of Deaf experience through different visual art forms, such as painting, photography, sculpture and sign poetry, and comparing with their own use of visual forms of expression of feelings and experience 8. reflecting on the experiences of Deaf dancers and choreographers involved in 'visual vernacular', for example, learning the types of ways contestants in shows such as So You Think You Can Dance or Strictly Dancing have been able to access and make adjustments to participate in a hearing world 9. viewing Deaf performance activities, identifying how characters' feelings and attitudes are expressed through NMFs 10. retelling or enacting or using DS, focusing on the importance of eye gaze and role shift in CA to emphasise key points/punchline of the joke. 11. predicting the subsequent events of imaginative texts, for example, watching half of a story in Auslan and acting out a scenario of what might happen next
<p>apply strategies to interpret and convey meaning in, signed and visual cultural contexts</p> <p>AC9L1AU6C04</p>	<ol style="list-style-type: none"> 1. identifying issues associated with translation, and the fact that meaning is not always literal, for example, where English uses the same word RUN for multiple contexts, Auslan will use different signs that vary according to the context RUN THE BATH (DS:handling BATH) RUN OUT OF PENS (RUN-OUT PEN) RUN FOR CLASS PRESIDENCY (sign: APPLY) 2. identifying and explaining multiple lexicalised signs that are not easy to translate into English directly because of culture-specific meaning and history, for example, WILF 3. determining and translating the meaning of technical English words into Auslan with the support of fingerspelling patterns using flow-shapes and rhythms 4. identifying non-equivalent Auslan sign/cultural conventions used in Deaf theatre, such as maintaining eye contact and positioning of characters 5. translating short texts with preparation, such as children's fairy tales or a short imaginative film from English to Auslan

	<ol style="list-style-type: none"> 6. understanding how to modify iconic signs to depict aspect and manner, for example, SWIM fast or SWIM slow, demonstrated through NMFs, and speed 7. understanding that not all words and expressions associated with figurative language are used in northern and southern dialect Auslan, for example, Auslan’s TRAIN GONE, SORRY and RAINING CATS AND DOGS in English 8. composing bilingual texts in Auslan and English for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements or constructing a bilingual website page for the school 9. comparing the differences between CODA, interpreters and their extended family’s sign name and identity-related signs used within the Deaf community, which differentiates individuals from others based on factors such as personality traits, physical characteristics, or notable skills 10. conducting sight/spontaneous translation from an Auslan video into simple English text such as a blog or newsletter or from an English text translated into Auslan
<p>Sub-strand: Creating text in Auslan</p>	
<p>create and present informative and imaginative signed, visual and multimodal texts using a range of language structures and features to sequence information and ideas, appropriate to context</p> <p>AC9L1AU6C05</p>	<ol style="list-style-type: none"> 1. creating signed announcements that use persuasive techniques, using language such as MUST, SHOULD, CAN, PLEASE or NMFs to sway their audience, for example, promoting healthy eating habits or events such as a Deaf theatre performance or National Week of Deaf People 2. reporting in Auslan text using digital media, for example, creating a class-news broadcast about important events their lives such as a recent school camp or participating in a Deaf Festival 3. providing step-by-step instructions using CA, NMFs, DS, and role shift to explain the rules to peers, for example, directions to a hidden location or explanations of how to make something such as craft or a favourite food 4. creating a class presentation or video, locating and describing, in Auslan, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 5. creating original stories or short plays for younger learners of Auslan, incorporating scene-setting, action/conflict and resolution, and including opportunities for audience participation 6. creating and presenting a range of informative texts about a topic of importance such as recommended actions to slow climate change 7. working collaboratively to create a filmed episode for a new Deaf sitcom, incorporating elements such as conflict, suspense or humour 8. creating additional dimensions or changing the focus of a narrative such as shifting focus by showcasing different manners, CA, DS, space, and aspect, for example, modifying the boat’s size using entity and SASS,

	<p>and illustrating its movement, using NMF to depict the boat capsizing in treacherous waters or gliding smoothly in calm sea</p> <p>9. performing a humorous story using elements of CA such as role shifting, eye gaze, and NMF, and adapting the use of signing space and signing techniques</p>
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Strand: Understanding language and culture		Years 5–6
Sub-strand: Understanding systems of language		
Content descriptions	Content elaborations	
Students learn to:	This may involve students:	
<p>apply knowledge of signs, pace and signing space to develop fluency in familiar contexts</p> <p>AC9L1AU6U01</p>	<ol style="list-style-type: none"> 1. identifying and comparing where and how a signer has established a location in space, through the use of points, non-body-anchored signs or fingerspelled words, for example, BOAT being signed in the neutral space in front of the signer’s torso area, or signing DREAM above their headspace 2. identifying, demonstrating and describing the various types of NMFs such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, for example, considering which NMFs are used to express something that is heavy, far away, light, urgent or distressing 3. producing signs using the correct HOLM and NMFs in citation form 4. creating a transcription of Auslan and English to identify what handshapes, orientation, location, movements and NMFs are used for DS through the use of entity, SASS and/or handling 5. recognising that two-handed signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs, for example BA-BA, ASH, PAH, UMB, WILF 6. developing the strategic use of speed and pacing to build anticipation and captivate an audience, for example, when recounting an event or telling a story to the class 7. identifying signs that are arbitrary and have the same movement of the hands, for example, SISTER and BOY, and others are derivative, such as SHOWER, and FOOD 8. understanding that many features of fingerspelling and signed languages occur simultaneously, such as using CA and entity at the same time, for example, signer may use CA to mimic an angry wolf bearing down on a lamb which is depicted through the use of a finger (entity), compared to spoken language features which typically occur sequentially 9. noticing how deaf and hard of hearing Auslan users code-switch when signing from fully lexical signs to partial lexical signs, impacting formality of their signing movement and location, for example signers in an informal conversation with someone familiar may use the non-citation sign for KNOW, moving the sign to the chin rather than its usual place at the temple 10. identifying and classifying examples of HOLM in an Auslan text for example, watching The Very Cranky Bear, and identifying examples of when DSs such as entity, handling and SASS as well as CA are used in the story 	

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate textual conventions

AC9L1AU6U02

1. developing fluidity in signed word order, with a focus on visual and key elements of a story, built upon through the use of signing space, movement, NMFs, CA and DS, to enrich elements of language
PRO2 SWIM *CA to demonstrate exertion and determination*, BUT WIN? *shake head* NO
You swam really hard but you didn't win.
2. identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example, entity DSs, handling DSs and SASS DSs
3. learning that the function of CA is to represent the words, thoughts or actions of the main character in a text, for example, shifting from one role into another through eye gaze change, role shift, head orientation change, and matching facial expressions
4. realising that in many clauses, signers 'tell' with fully-lexical signs at the same time as 'show' with DS, CA and other gestural elements, for example, using CA to depict a child tapping her mother, signing LOLLY PLEASE depicts the full clause of 'The child asked her mother if she could have a lolly.'
5. understanding directional and locational indicating verbs and noticing that verbs differ based on movement modification at the start of a sign, the end of a sign, or both
6. recognising how conjunctions such as PLUS, ALSO, IF or BUT are used to join clauses and create cohesion
7. recognising that clauses can be linked equally, for example,
STUDENT BORED, TRY FOCUS
The student was bored and tried to focus.
or unequally, where one clause depends on another, for example,
I-F BORED, OPEN-BOOK READ
If you are bored, read a book
8. recognising that quantifiers such as FEW or LOTS, MANY, TOO MUCH, are also types of adjective signs, while also recognising that multiples can be expressed through reduplication, for example CATS ++++ (moving sign in across the signing space) to express 'lots of cats everywhere!'
9. noticing that sign language expresses modifications to adjectives through the use of NMFs, such as changes in mouth patterns, eyes, and movement of signs, to intensify adjectives such as RED, signing with great emphasis, and depicting wide-eyed expression for EXTREMELY RED, or signing TALL with great exertion to show VERY TALL
10. distinguishing between the citation form of a noun, verb and the adverbial NMF overlaid and the meaning each part carries, for example, MAN SPRINT (base form), MAN SPRINT-fast (manner added)

<p>compare Auslan structures and features with those of English, using some familiar metalanguage</p> <p>AC9L1AU6U03</p>	<ol style="list-style-type: none"> 1. keeping a class poster to record different ways that English words are borrowed in Auslan, for example, the use of fully fingerspelled words, such as N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example FATHER, or abbreviations of English words, for example, state names: S-A, T-A-S 2. building metalanguage to comment on grammar and vocabulary, for example, comparing adverbs used to express emotions in Auslan such as raising an eyebrow to show questioning or lowering the eyebrows to show surprise with equivalent English terms 3. recording and using metalanguage to share similarities and differences in structure and language features in English and Auslan texts, for example, a recount or a narrative in both languages 4. creating class lists of fingerspelled words which have become lexicalised such as HOW, CHOC, IF, BUT, ABOUT, and looking at how this process has changed the form of words over time, for example, MOTHER = Mx2 FATHER = F X2 PARENTS = M-F FRIDAY = F TOILET = T X2 5. using different NMFs, eye gazing and mannerism to distinguish between minimal pairs in Auslan, and comparing with minimal pairs in English, for example, in Auslan, BATH and EXCITED have a handshape difference to change the meaning of each sign compared with one letter difference in the minimal pairs 'pin' and 'pun' in English 6. using metalanguage to describe and apply word order in Auslan phrases when continuing conversation, for example, NEED HELP? Do you need help?

	<p>YOU OKAY? Are you okay?</p> <p>EMERGENCY</p> <p>There's an emergency.</p> <ol style="list-style-type: none"> 7. observing Auslan signers and recording and describing examples of their use of space and features, such as topographic space, diagrammatic and viewer 8. researching and presenting a report or poster on the origins of Auslan and its influence, and including possible influences today, for example, expressions related to social media or expressions that have come from alternative versions of sign language such as BSL and ASL
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>recognise that language reflects cultural practices, values and identity, and that this impacts on communication</p> <p>AC9L1AU6U04</p>	<ol style="list-style-type: none"> 1. identifying markers of social and cultural identity that are significant in the Deaf community and in intercultural contexts, for example, Auslan users often use expressive movements to emphasise their deafness and their associated identity, and some languages and cultures are similarly very expressive 2. building a personal profile of their own journey as a member of the Deaf community, including, for example, school, youth camps, social networking through Deaf sports and Deaf events, and recognising 'Deaf gain' in relation to their personal identity 3. understanding the importance of the 'Deaf way' such as relying on visual cues to determine and predict what is happening in their environment, and comparing how this is achieved in a hearing world, for example, understanding what is happening at the train station after there has been an audio announcement regarding scheduling changes 4. exploring, in Auslan or English, how First Nations Australians' languages and cultures are expressed and considering similarities and differences of the cultural expressions of the Deaf community 5. investigating and presenting an aspect of Deaf history, for example the achievements and influences of Thomas Pattison, FJ Rose or William Thomson 6. creating a poster for the school library, on the tools and strategies to navigate the hearing world such as outlining technologies and software applications used to improve the accessibility and inclusivity of communication, for example, speech to text APP, Zoom, closed/open/live captioning software, Bluetooth streaming technology

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| | <ol style="list-style-type: none">7. presenting in a school assembly the importance of sustaining and maintaining Auslan8. identifying cultural aspects of deaf and hearing culture such as differences between the use of personal names in Auslan and other languages, for example, the fact that Auslan signers do not use a person's name when addressing them directly as do users of many spoken languages, often using ellipsis or indicative verbs instead,

DRINK WANT? = use of ellipsis
Does she want a drink?

ASK (sign moves in direction of referent) = use of indicative verb
Ask her.10. identifying and keeping a class record of Auslan signs or informal home signs that are influenced by different communities, regions and generations |
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Years 7–8 (F–10)

Band level description

In Years 7 and 8, Auslan learning builds on each student's prior learning and experiences. Students use Auslan, in person or via digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.

Students access a range of signed, visual and multimodal texts from an increasing range of authentic sources which may include video clips, advertisements, stories and articles. They may source texts and other resources from their local community to share with peers. Students use their Auslan and/or English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

Achievement standard

By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and unfamiliar contexts related to a range of experiences and perspectives. They use Auslan to problem-solve and justify, and adjust language in response to others. They interpret and analyse information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, structures and expressions, manipulating language to create texts.

Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They explain structures and features of Auslan text, using metalanguage. They reflect on how Auslan language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 7–8 (F–10)
Sub-strand: Interacting in Auslan		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and opinions, adjusting their language in response to others</p> <p>AC9L1AU8C01</p>	<ol style="list-style-type: none"> 1. using consistent patterning of fingerspelling for proper nouns and lexicalised fingerspelling, with DS used more frequently to convey meaning 2. participating in conversations with peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example, <p>WHAT? PLEASE AGAIN</p> <p>Could you repeat that, please?</p> <p>STILL GO-AHEAD</p> <p>Go ahead ...</p> <p>RIGHT PRO2 SAY PRO1 FIX THAT?</p> <p>So, you want me to fix that?</p> 3. using persuasive language and NMFs to discuss topics of interest or present points of view, for example, <p>PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME-all DOESN'T MATTER RICH POOR SAME-all</p> <p>I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor</p> 4. encouraging peers to join a conversation, using strategies to initiate and sustain discussion by providing the context of a conversation, for example, <p>PRO3 SAY...</p> <p>She was saying that ...</p> 5. using appropriate NMFs to enhance clear communication through backchannels and exclamations, for example, <p>SURPRISE Oooh (with appropriate intonation) INCREDIBLE</p> <p>No way!</p> <p>WOW</p> 	

	<p>Wow!</p> <p>UM</p> <p>um ...</p> <p>HOLD...</p> <p>Hang on a minute ...</p> <p>6. using evaluative language to acknowledge strengths in others' arguments or to challenge others' views in a courteous manner, for example,</p> <p>RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE. PRO1 NEVER THOUGHT</p> <p>Oh yeah, that's a different take on it. I never thought about it that way.</p> <p>G:WELL RIGHT-YEAH, BUT I WANT ADD COMMENT</p> <p>Well, yes, that's true but I'd like to add something.</p> <p>7. retelling events using time markers to sequence information, and using a variety of DS to represent people, animals, transport and objects, for example,</p> <p>A-T LUNCH RECENTLY</p> <p>WHAT HAPPEN...</p> <p>What just happened at lunchtime was ...</p> <p>8. explaining or justifying an opinion using conditional statements such as if...then... or when, for example, (point there) COURT, IF DS:place-person DEAF PERSON INCLUDE J-U-R-Y DS:PANEL (point), MEANS DEAF PERSON D-E-F-E-N-D-E-N-T (point) FEEL PANEL VIEW EQUAL-all</p> <p>If there were a deaf person on the jury panel, then the defendant would feel more fairly heard.</p> <p>9. developing a set of instructions to encourage peers to use appropriate protocols outside the classroom with an unfamiliar audience such as maintaining eye gaze, flashing lights, hand waving, for example, standing on a stage, waving hands to gain audience's attention</p> <p>10. using communicative strategies appropriate for videoconferencing or interacting with deaf students from different schools</p>
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<p>collaborate in activities that involve the language of transacting, negotiating and justifying, to plan projects and school cultural events</p> <p>AC9L1AU8C02</p>	<ol style="list-style-type: none"> 1. working with others to solve simple unfamiliar tasks such as how to use video editing, online dictionaries and/or captioning programs 2. collecting specific information from peers with restrictions such as a time limit or banned signs, for example, sign five questions in thirty seconds, then recall the responses 3. negotiating roles, responsibilities and priorities in activities that involve two or more people, providing justifications, for example, PRO2 LOOK-AFTER DRONE WHY? GOOD TECHNICAL You look after the drone because you're good at technical things. 4. working with a peer to explain the rules of a sport or board game, or instructions on caring for animals using three types of signed statements, for example, TODAY PRO1 EXPLAIN RULES Today I will explain the rules. MUST CAREFUL FEED You must be careful when feeding. IF SUGAR NONE TASTE bad If you don't add sugar it will taste bad. 5. participating in improvisation games that require spontaneous and imaginative responses to a stimulus 6. discussing and planning what to include in instructional or procedural texts that demonstrate and explain school activities, for example, how to buy or order food for lunch 7. giving and following sequenced directions that involve the use of DS, for example, SEE DS:wavy-surface, KNOW WHERE SCRATCH? S-A-N-D POLISH MORE DS:thick-to-thin 2MM SMOOTH See where the surface is uneven? You sand that back 2 mm and it gets smooth. 8. participating in visits or virtual interactions with members of a Deaf club or organisation and sharing key features of the visual elements used to convey information such as variation in signs and DS
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>interpret and analyse information, ideas and opinions in a range of signed, visual</p>	<ol style="list-style-type: none"> 1. collecting and comparing information from a variety of signed sources to inform discussions on topics of

<p>and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9L1AU8C03</p>	<p>interest</p> <ol style="list-style-type: none"> 2. categorising information from signed texts from the Deaf community and deaf-related organisations such as emergency announcements or information, or advocacy texts 3. following more complex procedural signed texts such as directions to follow in an unfamiliar environment, for example, at a school camp or on an excursion 4. reading or viewing First Nations Australian authors' stories in English or Auslan and responding to them in Auslan 5. viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, and analysing language features used, such as pace and pauses, use of space, signing space and NMFs 6. researching information on a selected topic such as a recycling or protecting the environment, and presenting information in a persuasive signed speech designed to invite action or support 7. analysing examples of signed performance poetry, identifying patterns and conventions such as repetition of handshapes and movement paths of signs to create rhyme and to convey meaning 8. evaluating Deaf performances or art forms that manipulate technology, and use colour and light to create special effects, for example, in performances by Ian Sanborn 9. comparing their interpretations of or responses to performances by deaf comedians, storytellers or poets
<p>interpret and translate signed, visual and written language to convey meaning in a range of familiar and unfamiliar cultural contexts</p> <p>AC9L1AU8C04</p>	<ol style="list-style-type: none"> 1. exploring the translation of popular English idioms and phrases with non-compositional meaning, for example, 'raining cats and dogs' 2. considering why one language may use more words/signs than another to convey meaning, for example, when Auslan uses spatial concepts or DS 3. considering approaches to interpreting such as simultaneous or consecutive and the uses of each approach 4. analysing the translation of Auslan poems or short stories into English captions with a focus on how people's appearance and movements are described 5. exploring the role of deaf interpreters and differences between deaf interpreters and hearing Auslan–English interpreters and how they use NMFs to depict aspect and manner 6. exploring different types of communicating and interpreting such as the use of tactile signing, haptics and visual frames 7. exploring strategies to translate selected signed texts into caption form in English 8. analysing how elements of creative performance such as translation choices are communicated through

	interpreters in a live setting, such as music concerts or theatre events
Sub-strand: Creating text in Auslan	
<p>create and present informative and imaginative signed, visual and multimodal texts, manipulating language to suit context, purpose and audience</p> <p>AC9L1AU8C05</p>	<ol style="list-style-type: none"> 1. developing a digital signed presentation of a typical school or weekend day in their life to present to class of younger students learning Auslan 2. creating a filmed and captioned bilingual text that informs the school community about the Deaf community and their cultural values 3. 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 4. creating an advertisement in Auslan for travel to a significant cultural location on a First Nations Country/Place including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. providing instructions in an engaging or entertaining style to create interest in an activity, such as a game or a recipe utilising clear use of space 6. composing and presenting a handshape or signed poem on a selected theme such as friendship or love 7. responding to stimuli such as an image or a statement to improvise a short response or skit 8. creating and presenting a signed interpretation of an animation using CA to represent entities shifting between close and distant focus 9. creating the visual or written text of a signed role play for a simulated visit to a restaurant and recording the role play to share with family 10. composing a signed scenario or short story involving a favourite TV or film character to present during Book Week 11. creating a short film or skit adding DSs, CA, and lexical signs, moving between 'showing' and 'telling' information, and exploiting the rich visual-spatial properties of Auslan

Strand: Understanding language and culture		Years 7–8 (F–10)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of conventions of sign production to enhance fluency in familiar and unfamiliar contexts</p> <p>AC9L1AU8U01</p>	<ol style="list-style-type: none"> 1. identifying and applying movements of signs such as local and path movements, for example, local movement - HAVE path movement – DAY (sideways) 2. applying the various types and functions of NMFs such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body 3. using DS that represent a whole object or part of an object such as the body or the legs 4. applying knowledge of sign production to transcribe part of a text using glossing, noting what signs and NMFs were used 5. modifying dominant and non-dominant hands for effect or using one hand only to convey the same meaning as the original two-hand sign 6. understanding and applying the need to modify pace for emphasis in familiar and unfamiliar texts such as when recounting an exciting event 7. understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or the handshape and movement may be meaningful such as in the sign GIVE 8. applying the fluid patterns of fingerspelling rather than speed and the use of exaggerated fingerspelling for emphasis, for example, when clarifying a name 9. recognising that Auslan has fully-lexical signs that may be found in the dictionary and have a standard HOLM and partly-lexical signs that cannot be listed in a dictionary in all forms, for example, when gesture changes the form each time they are signed 10. analysing examples of timeline metaphors using space to describe periods and sequences of time, for example, IN-TWO-WEEKS In two weeks LONG-TIME-AGO A long time ago 	

	<p>FIRST-LAST</p> <p>First to last</p> <p>11. comparing the production of a signed discourse with and without mouth morphemes</p>
<p>apply understanding of grammatical structures and expressions to compose and respond to a range of texts</p> <p>AC9L1AU8U02</p>	<ol style="list-style-type: none"> 1. understanding that the element of a clause on which a signer wants to focus is sometimes moved to be signed first in Auslan, and that this process of topicalisation involves particular NMFs 2. identifying the ways that signers can set up referents and how they can refer to the same referent throughout a text including DS by viewer or diagrammatic space 3. applying the knowledge of where and how DSs are used through close and distant focus to move from one frame of reference to another, for example, zooming in or showing the whole scene 4. knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions 5. applying citation form of plain verbs and indicating verbs change when depicting more than 2 people 6. understanding that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH-for-a-long-time, or with lexical signs such as WATCH AGAIN++ 7. comparing or contrasting more than two ideas or positions by locating things using signing space 8. understanding that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example, changes in mouth patterns and movement 9. knowing that, typically, signers use DSs to show spatial relationships/prepositions, not separate signs such as ON or UNDER 10. using conjunctions such as PLUS, IF or BUT to join clauses and create cohesion in a narrative, recount, or set of instructions 11. understanding that some verbs and nouns use the same sign but change the movement in a regular way making noun-verb pairs, such as SCISSORS versus CUT-WITH-SCISSORS 12. applying various types of clauses and recognising that these often co-occur with particular NMFs, such as questions, topicalised sentences, negation or conditionals

<p>reflect on and explain similarities and differences between Auslan and English language structures and features, using metalanguage</p> <p>AC9L1AU8U03</p>	<ol style="list-style-type: none"> 1. recording and sharing examples of how languages expand to include new v, signs and expressions due to influences such as technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, WIFI, SELFIE 2. discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space and how this compares to English 3. evaluating the production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE and comparing this to how it is expressed in English 4. developing a chart or poster comparing English adjectives with DSs, such as a small, sleek new car, or a large battered old ute 5. comparing Auslan and English dictionaries and how each language is represented 6. explaining how sign languages borrow from each other due to technology, for example, signs that refer to different nation states and cities around the globe and the ASL vehicle handshape in DSs 7. comparing commonly used metalanguage in English and Auslan and explaining similarities and differences in terms used
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p> <p>AC9L1AU8U04</p>	<ol style="list-style-type: none"> 1. viewing footage of members of the Deaf community at an event, and reflecting on identity and their experience of sign language use when growing up 2. discussing examples of how increased use of Auslan has positively changed mainstream society's understanding and perception of the Deaf community 3. reflecting on the concepts of 'Deaf Gain', Deafhood, and different perspectives of various people in the Deaf community. 4. reflecting on how First Nations Australians' languages have strong connections to Country/Place and how these can be compared to language variation and sense of place and space in the Deaf community 5. 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 6. creating an annotated timeline of key events in the education of deaf children such as the Milan Congress in 1880, the Signed English movement in the 1970s and 1980s , and presenting on how attitudes, identity and values of Auslan were influenced and shaped 7. discussing the diversity of the Australian population, including Auslan users who are deaf, hard of hearing, Deafblind and Cudas

	<ol style="list-style-type: none">8. researching and presenting profiles of deaf people who have been recognised in wider Australian society such as Alastair McEwin or Drisana Levitzke-Gray, and identifying how such recognition contributes to broader awareness and value of Auslan in Australia,9. analysing ways in which deaf people's jokes and humorous narratives reflect cultural values about deaf/hearing relationships and how deaf people navigate the world10. explaining ways in which deaf people interpret cultural meanings of sound and reactions to sound, for example, a door slamming11. reflecting on how international sign choice is established, for example, for congresses such as WFD depending on the number of participants from different language families
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Years 9–10 (F–10)

Band level description

In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions that communicate their own and others' experiences of the world. They sign and view to communicate with users of Auslan locally through authentic community and online events. They may raise awareness of, and facilitate class involvement in, local community events. They access and create signed, visual and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include contemporary literature, textbooks, video clips, feature articles, television programs and social media. They may source resources from their local and global communities to share with peers. They expand their knowledge and control of Auslan signs, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values.

Achievement standard

By the end of Year 10, students contribute to and extend interactions in Auslan related to diverse contexts and perspectives. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create and respond to texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures and use a variety of tenses to sequence events.

Students apply and adjust signing to extend fluency. They demonstrate understanding of the conventions of texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Auslan texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan to evaluate how this learning influences their ideas and ways of communicating.

Strand: Communicating meaning in Auslan		Years 9–10 (F–10)
Sub-strand: Interacting in Auslan		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives AC9L1AU10C01</p>	<ol style="list-style-type: none"> 1. using code-switching skills to communicate with a range of Auslan users such as those who are Deafblind, young, or new to signing 2. using impartiality to ask and respond to requests for elaboration or perspectives, for example, RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT Well, yes, that’s interesting but I’d like to add something. WELL ONE RESEARCH point SHOW BUT OTHER RESEARCH SHOW DIFFERENT Well, one type of research showed this but another type of research showed a different result 3. integrating discourse markers to facilitate coherent and cohesive flow of communication such as ANYWAY, THEN, PAUSE-NOD, list-buoys, S-O, NOW, BUT, as well as hand clasp, hand drop to indicate turn taking 4. demonstrating appropriate use of register to show formal or informal interactions by modifying manner, pace, use of signing space, pauses or eye-gaze in role plays and skits 5. identifying and using nuances in emotions and opinions, for example, RECOGNISE PRO2 UPSET PRO3 TIME-OUT I acknowledge that you are upset. Let’s take a break from this. WOW TRUE IMPACT-ME Wow, that’s really made an impact on me. ANGRY? FURIOUS I’m not angry...I’m furious! 6. making connections between their own and others’ ideas or beliefs in an exchange using conditionals, for example, SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2 PAST THINK-ABOUT WILL TRUE HAPPEN Sometimes things happen because you think they will, so it comes true. 	

	<p>I-F YOU THINK PRO2 CAN PRO2 CAN. IF PRO2 THINK YOU CAN'T YOU CAN'T.</p> <p>If you think you can, you can. If you think you can't, you can't.</p> <p>7. engaging in shared discussion on a topic that may require consideration of different views, opinions and cultural perspectives, for example,</p> <p>WAIT LET point FINISH FIRST THEN YOU</p> <p>Wait for the person to finish talking then you can have your turn.</p> <p>8. creating and promoting a set of protocols to be used outside the classroom for a deaf or hearing audience such as maintaining eye gaze, flashing lights, hand waving, for example, standing on a stage, waving hands to gain audience's attention</p> <p>9. demonstrating different strategies and sign choices when communicating in different contexts, for example, online, videocalls, one-to-one</p>
<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences</p> <p>AC9L1AU10C02</p>	<p>1. working in groups to achieve a successful outcome for a hypothetical scenario, for example, 'What 10 items would we agree to bring to a deserted island?'</p> <p>2. planning questions and responses to interview an Auslan user about their experiences or opinions on selected topics, such as wearing a school uniform, or favourite hobbies and sports</p> <p>3. negotiating with a peer on how to improve a task, for example,</p> <p>GOOD PRO3 THINK-ABOUT HAVE-A-TRY SWAP</p> <p>It's good we thought about it. Why don't we try swapping?</p> <p>4. working with peers to plan key points for an argument in a debate, using space and NMFs to contrast views and interactional strategies, for example,</p> <p>PRO2 CONFUSE. PRO1 WIND-BACK</p> <p>I've confused you; let's go back ...</p> <p>point BELIEVE WHAT... OPPOSITE BELIEVE WHAT...PRO1 BELIEVE...</p> <p>They believe ... but they believe ... I believe ...</p> <p>5. planning and presenting a formal speech to celebrate, commemorate or acknowledge a significant person or event</p> <p>6. negotiating what to include in a signed informative resource for the school website or other media using language to prioritise features for the target audience, for example, on National Week of Deaf People (NWDP)</p>

	<p>7. discussing how to explain a set of instructions using abstract space such as how to use a lathe, a sewing machine, a digital tool</p>
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>evaluate and synthesise information, ideas and perspectives in a broad range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>AC9L1AU10C03</p>	<ol style="list-style-type: none"> 1. applying knowledge of grammar and culture when viewing signed texts to understand meaning, and discussing language choices made 2. analysing different signed texts from international deaf signers such as from World Federation of the Deaf (WFD) and commenting on strategies used to convey meaning 3. sequencing and summarising the key points of an extended, informative signed presentation on a current issue 4. reading or viewing First Nations Australians' stories in English or Auslan, and creating a profile of them in Auslan 5. comparing the language choices used in a formal and an informal signed text on the same topic, with a focus on pace and pauses, use of space, signing space and NMFs 6. using signed and multimodal sources to research significant events in Deaf history to show how information can be presented in different ways 7. analysing performances of Deaf poetry, for example, by discussing themes, expression and construction and comparing how sign choice and stylistic techniques combine to convey ideas and emotions 8. identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining, communicating traditions or values, finding examples of these in well-known stories, fables or legends 9. responding to signed poems that use extended metaphor to communicate ideas and values or to express emotional experience, for example, Butterfly Hands by Walter Kadiki 10. viewing theatre productions and interviewing a deaf language consultant whose role is to make performances more inclusive 11. considering and responding to situations where 'Deaf Gain' and Deafhood may occur in an event, book, article or filmed footage

<p>interpret and translate signed, visual and written interactions to reflect cultural context, purpose and audience</p> <p>AC9L1AU10C04</p>	<ol style="list-style-type: none"> 1. experimenting with the translation of popular English idioms and phrases with non-compositional meaning, giving justification explanations for language choices, for example, 'You're in over your head' 2. analysing a text to identify examples of where the use of space and DS describe a scene, compared to the linear production of English captions 3. exploring how interpreting and translating vary depending on the audience, for example, one-to-one, small group or large audience 4. considering the nature of translation with reference to different strategies such as decoding literal meaning (word for sign), reading for meaning (sense for sense) and cultural reading (between the lines) 5. interpreting and translating a text of a well-known narrative or poem and presenting it to a younger audience 6. using different types of communicating and interpreting such as the use of tactile signing, haptics and visual frames in real-time, depending upon context, purpose or audience 7. comparing translations of simple stories in Auslan, of BSL or other signed languages , and discussing differences in vocabulary and approaches to translation on a free to literal continuum 8. discussing the translation of signs with a non-English equivalent, for example, PAH!, BAH-BAH
<p>Sub-strand: Creating text in Auslan</p>	
<p>create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences</p> <p>AC9L1AU10C05</p>	<ol style="list-style-type: none"> 1. creating a filmed and captioned bilingual text that informs the school community about ,a new recycling initiative at the school or developing a herb and vegetable garden patch in the playground, incorporating features suitable for a deaf and hearing audience 2. providing explanations of abstract or technical concepts, such as poverty or ozone layer depletion, shaping the style of the presentation to suit the intended audience, for example through significant use of DS 3. composing and presenting an imaginative signed poem based on an extended metaphor such as Butterfly Hands by Walter Kadiki 4. rendering an account in Auslan reflecting on the impact of a visit to a significant location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site's significance 5. creating a complex imaginative narrative combining and switching between ways of reference, for example, CA, DS, lexical signs and frames of spatial reference 6. creating and presenting a signed monologue of an exciting or humorous event, incorporating pace and signing space to convey meaning 7. creating a short film on their hobby or interests, using a 'deaf lens' to edit camera angles to focus on signing space and NMFs

Strand: Understanding language and culture		Years 9–10 (F–10)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features and conventions of sign production to extend fluency in response to a range of contexts, purposes and audiences</p> <p>AC9L1AU10U01</p>	<ol style="list-style-type: none"> 1. applying path movements of signs such as primary-path and local movements and secondary-repeated local movements during a path movement or when a hand is staying still 2. using subtle NMFs to convey meaning effectively, such as a slightly raised eyebrow or quick eye-gaze change in a role-play or in narrating an event 3. applying variation in handshapes and one-handed, two-handed and double-handed signs 4. transcribing part of a text using glossing, recording what grammatical features were used 5. identifying and keeping a class record of how signs are classed into three categories: manual, non-manual, multi-channel 6. modifying pace and signing space for emphasis in different contexts, such as presenting to a large group or sharing a secret 7. applying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary 8. using different types of fingerspelling depending on the context, purpose and audience, for example, tactile fingerspelling and international forms of fingerspelling 9. exploring best-practice strategies for capturing partly-lexicalised signs for digital or online dictionaries or resources 10. applying knowledge of iconicity in signed languages, for example, how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT-for-a-long-time PRO2, observing that English can do the same with changes to the length of phonemes, for example, I screeeeeeaaaaamed! 11. explaining the use of mouth morphemes to add meaning to a discourse, by commenting on a recorded interview in Auslan or signed news bulletin 12. analysing and discussing a signer's use of pausing in a signed description or information report and how it can modify the meaning of a signed phrase 	
<p>apply knowledge of grammatical structures</p>	<ol style="list-style-type: none"> 1. understanding the function of some signs as interjections or discourse markers, including fillers and 	

<p>to predict meaning and compose a range of texts that contain complex structures and ideas</p> <p>AC9L1AU10U02</p>	<p>conjunctions, for example, using spread handshape to pause, hold, or replace voicing 'um' or Sign COINCIDENCE</p> <ol style="list-style-type: none"> 2. describing how uses of space are seen in a short, signed text such as real space, topographic space, abstract space, viewer space, diagrammatic space 3. understanding when signers are using composite utterances, that is, those that have elements of CA, DSs, points and DSs, and fully-lexical signs in the same utterance 4. using appropriate CA according to the context in an example of constructed dialogue 5. understanding that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space 6. applying the different types of verb modification, such as spatial and directional, number of referents, the action over time, manner and intensification 7. understanding how verb modifications work as part of referential cohesion, for example, a signer establishes one referent on the left and then looks that way 8. reordering clauses or parts of clauses to create emphasis in sentences by 9. using conjunctions to join clauses to make longer sentences and that these conjunctions can be shown with separate signs, such as PLUS or THEN, or NMFs, for example, by pausing between clauses 10. applying modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD) 11. understanding limitations on production and perception of signed languages, such as, staying seated or standing in one location, compared to a wider use of space and movement of whole body and feet for mime
<p>reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features</p> <p>AC9L1AU10U03</p>	<ol style="list-style-type: none"> 1. investigating and presenting to the class, examples of Auslan signs that have changed over time due to changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE 2. observing and explaining how the words, thoughts, or actions of a protagonist in a text are represented in English and compare with use of CA in Auslan 3. comparing some of the ways that aspectual modifications to verbs occur in an Auslan and English text, such as WORK-for-a-long-time or GO-TO-repeatedly 4. comparing how a range of emotions are described through facial expressions in written English narratives and through NMFs in Auslan 5. reflecting on why people might adapt language according to situation of use such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling 6. presenting a report or creating a chart to show how Auslan has been influenced by the use of Signed English

	<p>in education settings and cultural attitudes towards Signed English</p> <ol style="list-style-type: none"> 7. analysing a signed text for examples of character and observer space and describing why the signer has chosen that viewpoint 8. evaluating how their knowledge and understanding of metalanguage has broadened through the study of Auslan and presenting their reflections in a signed monologue to teacher and peers
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating</p> <p>ACL9L1AU10U04</p>	<ol style="list-style-type: none"> 1. reflecting on experiences of moving between English and Auslan, comparing how this feels and considering changes in their sense of identity when communicating in either language 2. identifying changes to Auslan that reflect positive changes in community attitudes towards Deaf people, for example, in relation to words/signs such as DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^COMMUNITY, HUMAN^RIGHT 3. reflecting on their experience of living and communicating in general society and how they interpret visual language using 'Deaf eyes' 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Auslan for a group of Auslan-using visitors at a school assembly 5. preparing a presentation to promote an Auslan or Deaf culture event , for example, NWDP, Deaf Festival, Australian Deaf Games or Deaf art exhibitions, and explaining how these help shape identity 6. reflecting on the labels 'Deaf/deaf/HH' and 'hearing', considering what they mean to different people and their implications in terms of status, access, opportunity and privilege 7. researching and preparing a presentation for the class or school assembly on the behaviours, rights, roles and responsibilities of the Deaf community in relation to ownership and maintenance of Auslan, 8. creating a poster or set of instructions on the protocols for interacting with sign language interpreters in various contexts in and out of school

Years 7–8 (Year 7 entry)

Band level description

In Years 7 and 8, students are beginning their learning of Auslan. This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Auslan to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Signing and viewing activities are supported by modelling, scaffolding and feedback. First and second-language learners may work collaboratively to facilitate learning.

Students access authentic and purpose-developed signed, visual and multimodal resources which may include conversations, video clips, textbooks, advertisements and blogs. They may source texts and other resources from their local community to share with peers. Students use their Auslan and/or English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They understand differences between using signs in Auslan and in using the Roman alphabet in English. They recognise that language choices reflect cultural identity, beliefs and values.

Achievement standard

By the end of Year 8, students use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning. They respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled grammatical structures to create texts.

Students use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication. They comment on aspects of Auslan and English language structures and features, using metalanguage. They demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in Auslan		Years 7–8 (Year 7 entry)
Sub-strand: Interacting in Auslan		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>interact with others using modelled language to exchange information in familiar contexts about self and personal worlds</p> <p>AC9L1AU8EC01</p>	<ol style="list-style-type: none"> 1. using fingerspelling for their name and the names of others and sign names where appropriate and patterning for commonly fingerspelled short words 2. responding and using greetings, thanks and apologies, for example: HELLO, GOODBYE, HOW-ARE-YOU? PLEASED-MEET, SEE LATER, GOOD-LUCK, THANKS, SORRY, CONGRATULATIONS, DEAF, HEARING? MY NAME... 3. interacting with others about themselves and people in school, family members or pets, for example, WHO INTERPRETER (L1) M-A-R-Y That's the interpreter, Mary. PRO3 HAVE ONE DOG TWO CATS He has a dog and two cats. THAT BABY POSS2 SISTER That baby is your sister. PRO1 LIVE WITH WHO? POSS1 AUNT I live with my aunt. 4. using and responding to closed questions to interact with others and using NMF such as lowered eyebrows/head tilt, for example: PRO2 WHO, WHEN, WHERE, WHAT, HOW-OLD, HOW-MANY 5. interacting by backchannelling with NMFs and signs, for example, KNOW++ I know. UNDERSTAND I understand. DON'T KNOW (head shake) 	

	<p>I don't know.</p> <p>6. expressing feelings using lexical signs and affective NMFs, for example, PRO1 FRUSTRATED I'm frustrated. PRO3 GRUMPY She's grumpy.</p> <p>7. following and using appropriate classroom protocols when interacting in Auslan, for example, tapping, pointing and waving for attention, maintaining eye gaze, maintaining a clear line of sight, online protocols re: signing envelope on camera</p> <p>8. asking for repetition, help, clarification or permission, for example, PLEASE SLOW SIGN WHAT? PLEASE AGAIN Please repeat. PLEASE HELP-me? Can you help me, please? THANK-YOU HELP-me Thank you for helping me.</p> <p>9. asking and responding to questions about opinions regarding a shared school experience, for example, PRO2 WHAT YOU THINK CLASS SCIENCE? What do you think of science class?</p> <p>10. using DS and lexical signs to represent people, animals, transport, objects showing locations and movement when interacting</p> <p>11. expressing likes, dislikes, preferences, agreement and disagreement using negation and associated NMFs, for example, PRO1 LIKE WATERMELON. DON'T-LIKE ORANGE I like watermelon; I don't like oranges. MATH OR ENGLISH? RATHER MATH</p>
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	<p>I prefer math to English. PRO2 LIKE FOOTBALL? PRO1 DISAGREE. SOCCER BETTER You like football? I think soccer is much better!</p> <p>12. using pointing for reference to locations in signing space where people and objects have been set up, for example, MY HOUSE (point) FRIEND HOUSE (point) My house is over there and my friend's house is over there.</p> <p>13. sharing information about activities using manner to show intensity, for example, PRO 1 I RAN-FAST I ran very fast. PRO1 I HAMMER +++ WHAT DOG HOUSE I made a doghouse and I hammered a lot.</p> <p>14. describing and comparing people and objects using DS, for example, MATH TEACHER TALL DS:long-wavy-hair My maths teacher has long wavy hair. ENGLISH TEACHER SHORT DS:sort-straight-hair</p>
<p>engage in modelled signed and visual exchanges with peers to organise activities relating to daily life and school environment AC9L1AU8EC02</p>	<p>1. using language to follow instructions during lesson routines, for example, PLAY GAME. PLEASE STAND UP We're going to play a game; please stand up. LOOK-AT-me PRO1 Eyes to the front. PLEASE WITH-2++ Please find a partner. TAP++ Get attention of person next to you.</p>

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| | <ol style="list-style-type: none"> 2. giving directions and descriptions to locate objects in the classroom using topographic - real space 3. discussing plans using time markers such as TODAY, YESTERDAY, TOMORROW, NEXT-WEEK, LAST-WEEK, WEEKEND, MORNING, THREE-THIRTY, for example,
TOMORROW HAVE ASSEMBLY PERIOD TWO
Tomorrow we will have an assembly during period two.
TWO-WEEKS HAVE MATH TEST
In two weeks, we will have a Maths test. 4. giving and following instructions in sequential order using ordinal numbers and list buoys, for example,
FIRST GET PAPER
Firstly, get some paper.
SECOND DRAW CIRCLE
Secondly, draw a circle.
THEN COLOUR
Then, colour it in. 5. negotiating turn-taking in activities and discussions, for example,
YOUR-TURN
It's your turn. 6. collecting information from others to plan a simple presentation on a familiar topic, for example, favourite sports 7. negotiating and allocating roles and responsibilities to organise a Deaf stall for a special school event such as an anniversary fete celebrating past and present achievements of school community 8. interviewing their peers about their experiences of and opinions about secondary school, comparing with those of primary school and collaboratively presenting findings in a multimodal presentation |
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Sub-strand: Mediating meaning in and between languages

<p>locate and process information and ideas in familiar signed, visual and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>AC9L1AU8EC03</p>	<ol style="list-style-type: none"> 1. collecting information from signed texts about people, schedules or events and answering a range of questions 2. viewing and following procedural signed texts such as 'how to' craft activities, or following directions 3. observing informative signed texts such as weather reports, or simple information or announcements about events and celebrations, identifying key points of information to inform others 4. reading or viewing First Nations Australian authors' stories in English or Auslan and responding to them in Auslan 5. investigating how Auslan is promoted in the wider community by Deaf Australia; individuals or through events such as NWDP Deaf Festival, Auslan Day, Australian Deaf Games 6. viewing and responding to visual texts such as handshape art, and art produced by and about Deaf people, Deaf culture or signed languages such as Gonketa 7. viewing Auslan stories, poems and performances and responding to ideas, characters and events, for example, accessing the online work of Australian Deaf artists and storytellers, or by inviting Deaf artists to visit class in person or virtually 8. accessing different versions of imaginative signed texts and indicating which they prefer and why, for example, viewing different Auslan versions of 'The Timber Joke', 'Deaf jokes' or a well-known fairytale 9. researching and identifying the origins of Auslan, and reflecting on possible influences today, for example, expressions related to social media or expressions that have come from alternative versions of sign languages such as BSL and ASL
<p>develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts</p> <p>AC9L1AU8EC04</p>	<ol style="list-style-type: none"> 1. noticing how signs can convey rich, multi-layered meaning which might not have a direct translation in English, for example, in stories 2. noticing that simple phrases in English can be signed in several different ways and that they may be all correct 3. exploring different types of communicating such as the use of tactile signing, haptics and visual frames to convey meaning 4. shadowing a simple story in Auslan and retelling it as a pre-interpreting skill to a different audience, noticing which phrases and concepts create more challenge than others 5. translating simple filmed texts from Auslan to English by adding captions 6. using of online sign dictionaries, for example, by reviewing the various meanings of the word 'run', and

	<p>comparing the signed concepts</p> <p>7. sight translating short English texts such as news articles or short speeches into Auslan for review by their peers</p>
<p>Sub-strand: Creating text in Auslan</p>	
<p>create signed, visual and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, phrases, grammatical structures and some textual conventions</p> <p>AC9L1AU8EC05</p>	<ol style="list-style-type: none"> 1. recounting events from the weekend, home or school routines, a special occasion, a school camp or sports day, festivals or celebrations demonstrating cohesion 2. re-enacting short simple real-life scenarios that include two characters and their interactions through the use of CA and depiction 3. creating short sequences of signs using a fixed handshape, such as the index finger 'point', for example: ME SEE (point there) SNAKE! (travel DS on ground) TREE (DS), SNAKE (wind up top tree DS) 4. creating an advertisement in Auslan for travel to a significant cultural location on a First Nations Country/Place, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc 5. creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity, including First Nations Australians 6. creating a signed skit using a variety of NMFs to tell a story without lexical signs 7. creating a signed promotional text about a national or international event or celebration that is important to the Deaf Community 8. creating amusing short sequences of signs using a fixed handshape, such as the index finger 'point', for example: ME SEE (point there) SNAKE! (travel DS on ground) TREE (DS), SNAKE (wind up top tree DS) 9. creating digital glossaries of new sign vocabulary which can be used to share their personal learning or as a resource

Strand: Understanding language and culture		Years 7–8 (Year 7 entry)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise and use modelled combinations of handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of how these are represented in familiar contexts</p> <p>AC9L1AU8EU01</p>	<ol style="list-style-type: none"> 1. understanding the need to sign at a constant speed with pauses to indicate the end of a phrase 2. noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling, with NMFs 3. recognising the variation in ‘handedness’ between signers in relation to both signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite 4. understanding that NMFs are important in Auslan, and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative in LIKE and DISLIKE 5. noticing iconic signs that provide visual images of referents such as DRINK, ELEPHANT 6. recognising and using signs with a change in handshape or orientation, for example, FIND or BEST, CAN-NOT or HOW 7. identifying the movement of a sign, for example, THROUGH (forwards) or FULL (down to up) – both primary; or WHEN (wiggle on cheek) or DINNER (tap on chin) – both secondary movements 8. noticing locations of signs on the body (body anchored signs) or in space (non-body anchored), and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), PAST (non-body anchored, head signing space), HAVE, STOP and ONE (non-body anchored, chest signing space) 9. noticing that a fixed 2-Dimensional image of a sign will often be produced differently in real-life Auslan 10. identifying signs that can represent a whole object or part of an object, for example body vs legs 	
<p>develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts</p> <p>AC9L1AU8EU02</p>	<ol style="list-style-type: none"> 1. developing awareness of the range of signing space in normal signed discourse, from just above head to waist and extending to sides, noting exceptions, such as DOG location on thigh 2. creating a digital resource demonstrating that handshape and movement represent different things in each type of DS, for example, entity DSs, handling DSs and SASS DSs 3. using different pointing signs, such as pronouns, determiners, locatives 4. recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL 	

	<p>READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3</p> <ol style="list-style-type: none"> 5. identifying signs that tell when a verb happens, for example, IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW; where a verb happens, for example, PRO3 RUN FAR or COME HERE; how a verb happens such as FAST or SLOW or PRO2 QUICK FINISH 6. recognising that typically signers use DSs to show spatial relationships/prepositions, not separate signs such as ON or UNDER 7. noticing that while word/sign order in sentences is often important for meaning, there is flexibility in sign order in Auslan and that parts of a sentence can be signed simultaneously, but that generally a time-topic-comment structure is followed 8. distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs 9. understanding that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD, or adverbs of time, for example, 3-WEEKS-AGO or pronouns such as WE3, WE4 10. noticing indicating verbs used between referents, for example, PRO1 HELP PRO3 versus PRO1 HELP-her PRO3 ASK-me CA:I-was-shocked
<p>compare Auslan language structures and features with English, using familiar metalanguage AC9L1AU8EU03</p>	<ol style="list-style-type: none"> 1. identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet 2. noticing different ways that English words are borrowed into Auslan such as the use of fully fingerspelled words, for example, E-G-G, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example, TOILET, FATHER, or abbreviations of English words, for example, state names S-A, N-S-W, V-I-C, T-A-S, and organisation names:, W-A-A-D, D-S-A, and lexicalised fingerspelling, such as HOW, JOB, WED, CREAM 3. discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space 4. understanding that adjectives in English can be added to sentences but in Auslan they can be shown through either lexical signs or DSs 5. showing manner in English by adding words like 'very' and other adverbs but in Auslan it is shown through DSs and NMFs, for example, I was very fast riding my bike vs BIKE-VERY-FAST (intensity NMFs) 6. understanding that frequency or duration in English is expressed by adding words like 'a lot' but in Auslan it is shown through repetition or how a sign is modified 7. understanding that noun signs can be modified to show pluralisation, for example, one house vs three

	<p>houses in a row</p> <ol style="list-style-type: none">8. using time markers such as FINISH to show past tense in Auslan compared to the use of 'ed' in English9. understanding that some Auslan signs use multiple English words as an equivalent, for example, GO-TO (one sign) vs go to10. comparing the Auslan and English ways to use simple adverbs and adjectives11. comparing Auslan and English pronouns, in particular noticing that Auslan pronouns don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)12. noticing that Auslan borrows from other sign languages and vice versa due to technology, for example, signs that refer to different nation states and cities around the globe and the ASL vehicle handshape in DSs
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Sub-strand: Understanding the interrelationship of language, culture and identity

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values

AC9L1AU8EU04

1. discussing their expectations of learning Auslan and presenting their reflections in a printed or digital class journal
2. identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing, and hearing students, family members, the larger Deaf community and wider 'hearing' world in a class speech
3. defining deafhood and how it shapes identity and acknowledging that there may be differences in definitions and sharing these in a class discussion
4. reflecting on how First Nations Australians' languages have strong connections to Country/Place and how these can be compared to language variation and sense of place and space in the Deaf community
5. examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, and discussing how increased use of Auslan has positively changed mainstream society's understanding and perception of the Deaf community
6. identifying examples of 'Deaf gain' such as Deaf community, culture, and language and presenting different views of prominent people in the Deaf community in preferred presentation mode
7. creating a display wall of key events in the historical developments and reforms in Auslan and presenting on how these events have influenced identity for members of the Deaf community
8. understanding diversity of choices in the use of assistive technology, for example, hearing aids, captioning, speech recognition and developing an informative brochure for the school community
9. recognising the importance of creating a deaf friendly learning environment such as U-shape seating, plain background for online platform, minimising glare, appropriate light, and creating an instructive poster for classrooms
10. discussing different ways of celebrating significant events according to the cultures represented in the class, and presenting on the beliefs and values that underpin these celebrations and events

Years 9–10 (Year 7 entry)

Band level description

In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions while sharing their own and others' experiences of the world. They sign and view to communicate with other users of Auslan in local and global settings through authentic community and online events. First and second-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, local community events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of signed, visual and multimodal texts which may include textbooks, video clips, magazines, online and print articles, and social media. They may source texts and other resources from their local and global communities to share with peers. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.

Achievement standard

By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan to create texts.

Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how this influences their ideas and ways of communicating.

Strand: Communicating meaning in Auslan

Years 9–10 (Year 7 entry)

Sub-strand: Interacting in Auslan

Content descriptions

Students learn to:

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds

AC9L1AU10EC01

Content elaborations

This may involve students:

1. using consistent patterning of fingerspelling for proper nouns and lexicalised fingerspelling, with DS used more frequently to convey meaning
2. initiating greetings thanks and apologies with unfamiliar people, for example, SCHOOL WHERE, SIGN NAME HAVE, DEAF, HEARING?
3. exchanging information about themselves and their world that impacts on their personal experiences using NMFs, for example,
KNOW-WHAT? PRO1 NEW DOG
Guess what? I have a new dog.
YOUR WEEKEND GOOD BAD
How was your weekend?
4. asking, and responding to requests, for elaboration or additional information, for example,
RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT
Well, yes, that's interesting but I'd like to add something.
YOUR STORY WOW. TELL-ME MORE
Your story is interesting. Please tell me more.
5. using appropriate NMFs to enhance clear communication through backchannels and exclamations, for example,
SURPRISE
Oooh (with appropriate intonation)
INCREDIBLE
No way!
HOLD...
Hang on a minute ...

	<ol style="list-style-type: none"> 6. expressing degrees of emotions and intensity through variations of signs and NMFs, for example, mad vs furious, crying vs bawling 7. using appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze 8. participating in conversations using strategies to sustain interactions such as discourse markers, for example, ANYWAY, THEN, PAUSE-NOD, list-buoys, S-O, NOW, BUT, and others, as well as hand clasp, hand drop to indicate turn taking 9. explaining or justifying an opinion using conditional statements such as if...then... or when, for example, STUDY SCIENCE WHY-NOT Why you do not want to study science? 10. using a variety of DS in discourses to represent people, animals, transport and objects, showing their different locations and movement 11. using persuasive language and NMFs to discuss topics of interest, for example, PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME-all DOESN'T MATTER RICH POOR SAME-all I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor. 12. discussing an event involving two or more people using DS and tracking referents with CA, for example, recounting a lunch time incident 13. demonstrating appropriate use of register to show formal or informal interactions by modifying manner, pace, use of signing space, pauses or eye-gaze 14. describing and comparing topics setting up use of space, for example, (point-up) WEATHER QUEENSLAND HOT (point-down) WEATHER TASMANIA COLD
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<p>use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers</p> <p>AC9L1AU10EC02</p>	<ol style="list-style-type: none"> 1. explaining the rules of a sport or board game, or instructions on caring for animals using signed declarative, imperative, and conditional statements, for example, TODAY PRO1 EXPLAIN RULES Today I will explain the rules. MUST CAREFUL FEED You must be careful when feeding. IF SUGAR NONE TASTE bad If you don't add sugar it will taste bad 2. giving directions or descriptions of the school using topographic-abstract space to prepare for a treasure hunt 3. using aspectual markers with mouth morphemes to demonstrate duration and frequency, for example, RECENTLY FINISH WORK Recently, we finished our work LONG-TIME-AGO DINOSAURS HAVE Long time ago, dinosaurs were here 4. planning and presenting a procedural task with multiple steps incorporating DS, for example, following a recipe 5. negotiating roles and responsibilities for a shared task, for example, PRO2 INTRODUCTION PRO 1 WELCOME COUNTRY You do the introduction. I will do the Welcome to Country 6. planning a presentation for a large audience, for example, for National Week of Deaf People (NWDP) and reflecting on the outcome
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<p>interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>AC9L1AU10EC03</p>	<ol style="list-style-type: none"> 1. collecting information from a variety of signed sources to inform discussions on topics of interest 2. following complex procedural signed texts such as directions to follow in an unfamiliar environment, for example, at a school camp or excursion 3. viewing Auslan texts from other learning areas, using DS to explain key concepts such as states of matter or climate variation 4. reading or viewing First Nations Australians' stories in English or Auslan, and creating a profile of them in Auslan 5. researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue 6. evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects, for example, in performances by Ian Sanborn 7. responding to signed poems and 'visual vernacular' (VV) descriptions of a character's appearance or events, for example, shadowing a sample of the VV work of well-known poets and artists such as Edan Chapman, Amina Ouahid, Edyta Kozub, Justin Perez, Frédéric Vaghi 8. analysing how elements of creative performance such as translation choices are communicated through interpreters in a live setting, such as music concerts or theatre events
<p>apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9L1AU10EC04</p>	<ol style="list-style-type: none"> 1. exploring the translation of popular English idioms and phrases with non-compositional meaning 2. considering why one language may use more words/signs than another to convey meaning, for example, when Auslan uses spatial concepts or DS 3. employing different types of interpreting strategies such as the use of tactile signing, haptics and visual frames to understand and convey meaning 4. considering approaches to interpreting, such as simultaneous or consecutive signing and the uses of each 5. applying cultural knowledge to translate Auslan poems or short stories into English captions 6. analysing the role and function of deaf interpreters and comparing the differences in the strategies used by deaf interpreters and hearing Auslan–English interpreters to convey meaning accurately 7. analysing how elements of creative performance such as translation choices and emotional nuance are communicated through interpreters in a live setting, such as music concerts or theatre events <p>transcribing part of a text using glossing, and recording what signs were used and NMFs</p>

Sub-strand: Creating text in Auslan	
<p>create signed, visual and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</p> <p>AC9L1AU10EC05</p>	<ol style="list-style-type: none"> 1. presenting a biographical report on a prominent deaf person demonstrating cohesion and referent tracking, using visual prompts and incorporating some commentary and personal opinion 2. creating and presenting a signed interpretation of an animation using CA to represent entities 3. composing and presenting a handshape or signed poem on a selected theme such as friendship or love 4. reflecting in Auslan on the impact of a visit to a significant location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site's significance 5. using 'visual vernacular' to tell a simple story, incorporating close and distant focus 6. creating a signed promotional text about the aims and goals of an upcoming Deaf event such as a conference 7. creating a digital vlog capturing personal opinions on a topic of interest

Strand: Understanding language and culture		Years 9–10 (Year 7 entry)
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features of Auslan sign production including handshape, orientation, location and movement (HOLM) and non-manual features (NMFs) and show how these are represented in familiar and some unfamiliar contexts</p> <p>AC9L1AU10EU01</p>	<ol style="list-style-type: none"> 1. modifying pace for emphasis in familiar and unfamiliar texts 2. understanding the importance of the fluid patterns of fingerspelling rather than speed 3. modifying dominant and non-dominant hands for effect or use one hand only to convey the same meaning as the original two-hand sign 4. using the various types and functions of NMFs such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body to convey effective meaning in real or simulated scenarios 5. understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or the handshape and movement may be meaningful, such as in the sign GIVE 6. recognising that some signs can occur with mouth morphemes to indicate manner and adjectives 7. applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT-for-a-long-time PRO2, observing that English 	

	<p>can do the same with changes to the length of phonemes, for example, I screeeeeeaaaaaamed!</p> <ol style="list-style-type: none"> 8. noticing compound signs that use both body anchored and non-body anchored signs together to create new meaning 9. recognising that Auslan has fully-lexical signs that may be found in the dictionary and have a standard handshape, orientation, location and movement, and partly-lexical signs that cannot be listed in a dictionary in all forms as gestures change form each time they are signed 10. using NMFs to modify verbs when enacting different types of movements, for example tip-toe vs stomp
<p>select and use structures and features of Auslan grammar systems to enhance meaning and create signed, visual and multimodal texts</p> <p>AC9L1AU10EU02</p>	<ol style="list-style-type: none"> 1. using space to establish a location, for example, through the use of points, non-body-anchored signs or fingerspelled words 2. understanding the limitations on production and perception of signed languages such as staying seated or standing in one location, compared to a wider use of space and movement of whole body and feet for mime 3. setting up referents in the signing space close to them-viewer space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table or distant - diagrammatic, for example, using 5claw in two locations to represent two houses 4. understanding that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space 5. knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions 6. changing the movement to express how a verb happens over time , for example, signing WATCH versus WATCH-for-a-long-time, or with lexical signs such as WATCH AGAIN++ 7. using conjunctions such as PLUS, IF or BUT to join clauses and create cohesion when recounting events 8. understanding that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs 9. understanding that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example, changes in mouth patterns and movement of signs can intensify adjectives, for example, RED-really, PLEASED-really, TALL-really 10. selecting timeline metaphors to show sequences of time, for example, WORK ALL_DAY, FUTURE GENERATION

<p>reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features</p> <p>AC9L1AU10EU03</p>	<ol style="list-style-type: none"> 1. comparing English adjectives with SASS DSs such as a small, sleek new car, or a large battered old ute 2. reflecting on why languages constantly expand to include new vocabulary, signs and expressions, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, WIFI, SELFIE 3. reflecting on how signers construct cohesive and coherent texts through the use of text discourse markers and connectives such as lexical signs THEN or G:WELL or NMFs and pausing 4. discussing perspectives on the borrowing between sign languages due to technology, for example, signs that refer to different nation states and cities around the globe and the ASL vehicle handshape in DSs 5. identifying the use of prefixes and suffixes in English and discussing how these would be shown through Auslan 6. recognising that there is a greater degree of flexibility and variability in languages with an 'oral' tradition of face to face modality such as Auslan, compared to more well-established spoken/written languages 7. interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed such as more use of fingerspelled words, less use of NMFs and DS, or the use of different signs, such as FILM (old sign), TOILET (old sign) 8. 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, SELFIE, SNAPCHAT, INSTAGRAM
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Sub-strand: Understanding the interrelationship of language, culture and identity

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating

AC9L1AU10EU04

1. considering culturally appropriate and ethical language when interacting with deaf people, discussing vocabulary, phrases and expressions to be avoided
2. discussing the diversity of the Australian population, including Auslan users who are deaf, hard of hearing, Deafblind and Codas
3. viewing footage of members of the Deaf community discussing identity and their experience of sign language use when growing up and collating a biographical signed digital pamphlet of common and/or varying life journeys
4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Auslan for a group of Auslan-using visitors at a school assembly
5. considering the concepts of 'Deaf Gain', Deafhood, and explaining these concepts to hearing people
6. reflecting on the impact of key events, such as the Milan Congress in 1880, and the Signed English movement in the 1970s and 80s on the education of deaf children, and how attitudes, identity and values of Auslan were influenced and shaped, and developing a promotional video suggesting ways to further progress and improve in the future
7. developing an advertisement for the school newsletter to promote an Auslan or Deaf culture event, for example, NWDP, Deaf Festival, Australian Deaf Games or Deaf art exhibitions, and explaining how these events help shape identity and raise awareness
8. preparing a presentation for the class or school assembly on the behaviours, rights, roles and responsibilities of the Deaf community in relation to the ownership and maintenance of Auslan
9. keeping a journal of memorable experiences associated with learning and using Auslan in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, for example, how they choose to use either Auslan or English in different contexts and situations
10. promoting participation in community issues and programs such as creating more green places and safe playgrounds, volunteering in age care facilities or childcare centres by contributing to a school secure blog
11. comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, whilst walking on a footpath together and signing, one person will always be monitoring the path ahead and alert of any obstacles, and identifying other ways deaf people draw on additional perceptual resources