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AUSLAN L1 F–10 CURRICULUM ALL ELEMENTS

Foundation (F–10)

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| **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 may interact in Auslan within their family and communicate with teachers and peers. They strengthen and extend their communication and interpersonal skills by interacting 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 captioned films and cartoons, conversations, picture books, performances and stories. 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. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Auslan  AC9L1AUF01 | * greeting others using appropriate forms of address, for example, hello, good morning, good afternoon, and use of sign names if appropriate * 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 * responding to and using visual cues such as pointing, eye contact and body language * following classroom instructions that include simple DSs for completing activities, such as   ds:sit-circle  *Sit in a circle.*  ds:line-up  *Line up.*  ds:look-atpro1  *Look at me.*   * describing family, friends and peers using visual cues and prompts * participating in games that involve the use of repeated phrases, expressions, actions and NMFs, such as poss1 turn, poss2 turn, for example, 'I spy', 'Fruit salad' * responding to Auslan stories through play-acting or movement, illustrating characters, events or scenes * using Auslan numbers 0–10, for example, sorting counters into groups and counting objects * participating in simple dialogues in Auslan, for example, playing shops using classroom objects such as toys and books, and practising simple phrases, pro1 want, pro1 want-not, yes, no, pro1 like, pro1 like-not * 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 * shadowing parts of a simple Auslan story | |
| explore, with support, language features of Auslan, making connections between Auslan and English  AC9L1AUF02 | * making connections between words and images and the signs to make meaning, for example, point to the object labelled as 'milk' and sign milk * noticing that names can be signed, written and fingerspelled * comparing how to gain attention or show approval in a classroom situation, in Auslan and English, for example, waving, tapping or deaf clapping in Auslan * noticing how, when communicating in Auslan, NMFs are more important than in English, for example, playing a matching game with facial expressions and sentences such as pro1 like flowers | |
| explore connections between language and culture  AC9L1AUF03 | * making connections with different types of deaf and hard of hearing groups, such as those with or without hearing aids or cochlear implants, those who are non-verbal or deaf, or hard of hearing people who do not sign * 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 * 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 spatial arrangement to have the interaction * 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 * locating countries/places of significance to students in the class on a digital or print world map | |

Years 1–2 (F–10)

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| **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 teachers and peers 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 within their family and the Deaf community. In informal settings, students use local and digital resources to explore and interact with Auslan and signing communities in 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 informative and imaginative texts that may include pictorial representations, words and short statements. They collaborate and respond to visual and multimodal texts that may include conversations, 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. 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 including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, 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. |

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| **Strand: Communicating meaning in Auslan** | | **Years 1–2** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| exchange greetings and personal introductions and respond to classroom-related instructions and routines  AC9L1AU2C01 | * using everyday greetings and social exchanges to interact with others, such as greetings according to relationship, context and time of day, thanking, apologising, expressing wishes or congratulations, for example,   thank-you help pt+c  *Thank you for helping me.*  good-luck tomorrow  *Good luck tomorrow.*  sorry. fs:acc  *Sorry. That was an accident.*   * comparing likes, dislikes, pastimes and preferences, for example,   pro1 like apple pro2 like orange  *I like apples and you 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,   pro2 arrive school how? car taxi walk bus?  *How do you get to school? By car, taxi, walking or bus?*  poss2 pet name what? *What is your pet’s name?*  poss2 mum work where?  *Where does your mum work?*  poss2 favourite sport what?  *What’s your favourite sport?*  poss1 birthday when fs:dec  *My birthday is in December.*  poss2 favourite animal what?  *What’s your favourite animal?*  who like [insert colour]?  *Who likes [colour]?*   * exploring different ways of expressing emotion using NMFs and lexical signs, for example,   pro1 feel sad. why? tummy hurt  *I feel sad because my tummy hurts.*   * 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 pro1 sad  *Yesterday, I felt sad.*  today pro1 happy  *Today I feel happy.*  weekend pro1 watch football. game good!  *I watched football on the weekend. It was a good game!*   * sharing opinions and descriptions using DSs and evaluative language and superlatives, as well as describing relationships with others, for example,   fs:sam best friend, pro3 ds:speed nmf:eyebrows raised, eyes narrowed, lips turned upwards  *Sam is my best friend, he runs fast.*  pro3 have brown ds:long-hair brown ds:point-to-eyes  *She has brown wavy hair, and brown eyes.*  dad love football. pro3 have good ball skill.  *Dad loves football. He has good ball skills.*  poss1 dog big fluffy brown  *My dog is big and has brown, fluffy fur.*   * 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 * role-playing being the teacher, providing and following instructions using plain or modified indicating verbs, for example,   pro2 first, second, third, pro2 next  *You go first, second, third and you’re next.*  pt+f here sit book read, finish put pt+rt  *Over here we sit and read books, and when we’re finished, we put them away.*  pencil pro1 give  *I’ll give out the pencils.*  activity finish pack-up please  *Activity is finished now. Please pack up.*   * following directions in activities such as an obstacle course or action game, using directional terms or DSs, for example,   ds:turn-left dead-end ds:turn-right  *Go left, then at the end turn right.*  please bring water pt+f fridge  *Please bring the water from the fridge.*   * asking for help or permission, for example,   please pt+c help?  *Can you help me, please?*  pro1(pl) can share?  *Can we share these?*  again please?  *Can you please sign it again?*  slow please?  *Can you sign it slowly please?* | |
| participate in a range of play-based activities, using modelled expressions and visual cues  AC9L1AU2C02 | * 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, pro1 saw giraffe  *Yesterday at the zoo, I saw a giraffe.*  yesterday zoo, pro1 saw giraffe, koala ...  *Yesterday at the zoo, I saw a giraffe and a koala ...*   * 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 DSs to complete an obstacle course or action game * leading class activities, for example, a ‘Follow the leader' game providing movements for others to copy * 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?  *Is stealing money a good choice or a bad choice?*  push friend; good or bad choice?  *Is pushing a friend a good choice or a bad choice?*  helping wash dishes; good or bad choice?  *Is helping to wash the dishes a good choice or a bad choice?*   * participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback   pro1 want ice-cream. pro1 need pay $5.00 lady  *I want ice cream. I need to pay the lady $5.00.*  chocolate ice-cream delicious  *Chocolate ice cream is delicious.*   * interacting with a signing puppet or doll in an imaginary setting, for example, by signing questions such as   pro2 like fs:do what?  *What do you like to do?*  why?  *Why?*   * participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game ‘Space jump’ * playing whole class games such as time what wolf?, using o’clock times | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and modelled phrases  AC9L1AU2C03 | * completing information gap activities by gathering information from peers about topics such as family members, favourite foods, toys or games * identifying and categorising objects that relate to properties such as colour, number, size or shape and responding by describing objects using DSs * watching short Auslan texts about topics such as hobbies, animals or sports, and recording key points of information using tables or graphic organisers * recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also reflected in Auslan * 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 * 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 * following a procedural signed text to collect information needed to complete a task, such as how to build an object with building blocks or how to make a sandwich * 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 constructed actions (CAs), DSs and NMFs * responding to performances of VV and Deaf poetry that evoke emotions such as sadness, fear or excitement, and indicating enjoyment or personal feelings * responding to forms of Deaf art such as handshape creations, for example, reproducing key elements in own artwork, using signs such as love, look good, not bad or ugly * viewing visual stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting or using DSs, and focusing on the importance of eye gaze and role shift in CAs, when responding to the text * 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 | |
| recognise language that carries cultural meaning in everyday social interactions  AC9L1AU2C04 | * translating simple Auslan signs for 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 Auslan and English * highlighting non-equivalent Auslan signs with English, such as ba-ba(*bizarre*) andpah (*finally*) * 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 they are late to class * 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 * viewing videoed examples of Auslan signers from different parts of Australia, and identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers * considering the meaning behind their sign name if appropriate, indicating whether it is related to appearance, personality, a characteristic, story, habit or family * viewing a simple Auslan or English video and translating main sequence of events into English or Auslan, noticing any difficult to translate elements * 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’ | |
| **Sub-strand: Creating text in Auslan** | | |
| with support, create signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space  AC9L1AU2C05 | * creating and presenting a modelled show-and-tell describing an object or animal using lexical adjectives such as colours, or DSs relating to size, weight, pattern, texture and shape * presenting specific information such as a weather report using digital presentation as a visual prompt, using DSs (entity, size and space specifiers (SASSs) and handling) to share information with the class or teacher * describing their favourite places and activities in a presentation, using pictures, photos or objects * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * 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 * creating a text 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, CAs, DSs and NMFs, where appropriate and relevant * creating their own variations of familiar stories or picture books only using SASSs, entity and handling DSs * creating sequences of signs using a fixed handshape, such as using only the pointer handshape to sign   you think i shy?  *Do you think I’m shy?*   * planning and enacting imagined adventures, using CAs such as eye-gaze change, body shift and head orientation, for example, riding a bike up hill and then down again really fast * 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** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise modelled combinations of signs and use Handshape, Orientation, Location, Movement (HOLM) and non-manual features (NMFs) to make meaning  AC9L1AU2U01 | * 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 * recognising the use of specific handshapes when signing, for example, cockatoo handshape:five and soccer handshape:fist * practising the parameters of HOLM and NMFs to produce meaningful signs such as handshape:hook, or tapping the nose twice (sister), the chin twice (dinner), or cheek twice (funny) * developing double-handed signs such as set up and confident, where both hands are engaged * practising signing at a consistent speed and pace * recognising movements of the hands in modelled signs, for example, girl or boy * using fingerspelling to identify common classroom items using clear letter formation * recognising that some signs are iconic, linking to the appearance of a referent, for example, house, tree, elephant, and that some are not iconic, such as sister, why, simple * following a simple handshape chart, such as categorising handshapes with the signs, showing handshape incorporating HOLM, for example, the flat handshape for community, mum, head and hat * 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 | |
| recognise that signs and features of language are used to construct meaning in Auslan  AC9L1AU2U02 | * showing understanding of signing space, movement, CAs, DSs and NMFs, 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 * understanding how to create complete sentences through movement within signs, for example,   finished call pro3 (sign moves from the signer to referent)  *I called him.*  pro2 help pro3(pl) (the sign help moves from the referent location to the signer’s body, expressing that the help was given to them)  *You helped them.*   * identifying how DSs can be represented by handshapes and SASSs, for example, a person, pole or tree can be represented by a pointer handshape, a cylinder can be traced by a cup handshape, and SASSs can also be used to show size and length of an object such as a ruler * understanding that signing involves a combination of signs, CAs and DSs to convey detailed information, for example, *The man walked slowly* can be expressed as   man walk slow  or  pt+f ds:man-walks-slowly  or  ca:man-swings-arms-nonchalantly   * noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation), such as those for ages, for example, age-years(five), or adverbs of time such as week-ago(three) * categorising noun signs in clauses such as common and proper nouns, for example, dog, paris, fingerspelled nouns such as fs:pigeon, and pointing signs for pronouns such as girl read versus pro3 read * recognising that there is no verb ‘to be’ in Auslan, for example,   pro1 cold  *I am cold.*  pro2 go shop?  *Are you going shopping?*   * practising the signing of examples of adjectives that describe nouns in different ways, such as how they look (big or red), feel (soft or hot), smell (smelly) or sound (loud) and using lexicalised signs such as colour and sound, or for size, shape, weight, texture * recognising that adjective signs can reinforce the signers’ messaging or description and are used for distinguishing between statements and those that are questions * using NMFs and SASSs 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 * noticing that Auslan pronouns are different from English because they do not show gender, but they can show location and a specific number of referents, using NMFs | |
| notice that Auslan has features that may be similar to or different from English  AC9L1AU2U03 | * noticing that Auslan has more flexibility in word order than English * comparing differences in forms of address in signed and spoken languages, for example, not using a person’s name when signing directly to them, unlike the use of names in English and some other languages * 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 * recognising that there are many sign languages around the world and that sign languages in English-speaking countries, such as Auslan, American Sign Language (ASL) and British Sign Language (BSL), are different * creating a chart or poster to compare signs used in ASL, BSL and/or New Zealand Sign Language (NZSL) that are similar to Auslan * 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 * recognising lexicalised signs when comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, how-are-you? compared with *How are you?,* and combining with NMFs to convey meaning, mood and tone * comparing sentences in Auslan and English, for example, comparing how features of CAs, such as body movement, mannerism, role shift, eye gaze and NMFs, may or may not be present in an English translation * creating a poster, chart or diagram of the origins of Auslan from BSL and Irish Sign Language (ISL) used by early settlers and convicts in the early 1790s | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| notice that people use language in ways that reflect cultural identity  AC9L1AU2U04 | * identifying and showing markers of social and cultural identity when introducing themselves, their family names, given name/s, and/or sign names if appropriate, in a role-play * noticing how identity is represented in a sign name, discussing the names of class members and where that name came from, if appropriate * identifying themselves as members of a Deaf community, describing their ways of communicating with deaf, hard of hearing and hearing children, family members and the Deaf community * 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 * 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 * 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 * identifying different ways Deaf community members communicate with each other and with members of the wider hearing community using Auslan or English, including face-to-face or online, interpreters and relay services * 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 swimming-pool game 'Marco Polo', which uses splashing instead of calling out their name * talking about Auslan signs or informal signs they might use at home that are different from signs used by other people | |

Years 3–4 (F–10)

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| **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 collaboratively through purposeful and creative play in structured activities involving signing and viewing. They use Auslan to interact with teachers and peers, and plan activities in familiar settings that reflect their interests and capabilities. They may also bring their experience of interacting in Auslan within their family and/or the Deaf 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 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 participate in activities that involve planning and transacting. They locate 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, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts appropriate to context.  Students use 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. |

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| **Strand: Communicating meaning in Auslan** | | **Years 3–4** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to questions about self, others and the classroom environment, using modelled and familiar expressions  AC9L1AU4C01 | * encouraging and praising each other using phrases such as   good work, excellent try, congratulations pro2 won, lucky/good-luck, unlucky/bad-luck  *good work, excellent try, congratulations that you won, lucky/good luck, unlucky/bad luck*   * discussing preferences spontaneously in relation to school or general activities, using comparative language, for example,   pro1 like math, science but poss1 favourite art, why? pro1 like painting  *I like maths and science, but my favourite subject is art because I like painting.*   * asking factual questions with relevant lexicalised signs, CAs, DSs 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?*  pt+dn year deaflympics where?  *Where are the Deaflympics this year?*  naidoc assembly meet time what?  *What time do we meet for the NAIDOC assembly?*   * 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 (a claw handshape with movement in front of face expressing sorry or danger)  wow  pro2-know  um  ah (*I see*)   * sharing feelings about important experiences or events, using NMFs to show manner, for example,   pro1 excited holiday soon  *I am excited about the holidays.*  poss1 friend change other school pro1 sad  *I was sad when my friend changed schools.*   * comparing routines or activities in face-to-face or online exchanges, using signs for time, sequence and location, for example,   what time pro2 usually go-to bed?  *What time do you usually go to bed?*  every monday poss1 class lbuoy(1):reading lbuoy(2):maths lbuoy(3):swimming. poss2 class g:well?  *Every Monday my class has reading, then maths, then swimming. What about your class?*   * using persuasive language in social interactions with each other, with NMFs and lexicalised signs such as must/must-not versus can/can-not to explicitly express opinion or stance on an issue, or use of conditionals to demonstrate cause and effect, for example,   fs:if pro2 drive dangerous, pro2 will crash  *If you drive dangerously, you will crash.*   * 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 * developing communicative strategies in conversations such as clarifying own and others’ points of information, for example,   pro2 mean …?  *Do you mean …?*  that right (correct)?  *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 (correct) pro1?  *… am I right?*   * 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 | |
| participate in activities that involve planning and transacting with others, using a range of phrases and structures in familiar contexts  AC9L1AU4C02 | * working together in 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 * playing group games that involve the exchange of information, such as a treasure hunt or guessing game, using lexicalised signs and SASSs and DSs for appropriate questioning, for example,   brown eyes curly hair, pro3 have, yes-no?  *Does he have brown eyes and curly hair?*  can cook with?  *Can you use it for cooking?*  ds:open-door pt+f ds:walk-through  *Open the door and walk through.*   * 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?  *I would prefer to do that; What job do you want to do?*  pro1 film pro2 question  *I’ll film; you ask the questions.*   * 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?*   * 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 popular stories, using CAs, NMFs and role shifts * contributing to the development of a set of class rules, for example,   pt chewing forbidden  *We are not allowed to have gum.*  must ds:chairs-in ds:entity  *We must push our chairs in.*  must put poss2 hand up ca:hand-up  *You must put your hand up.*  always nice  *Always be nice.*   * relaying messages between different members in Auslan games such as 'Auslan whispers', passing on visual images or jigsaw activities, using DSs 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? * creating a class profile or map identifying student connections to different countries | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts  AC9L1AU4C03 | * 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 * 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,   handshape:five = cockatoo, where, how-many, fire   * watching an Auslan video explaining the basic rules in a game or sport and following instructions by playing the game * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Auslan * 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 * watching a story in Auslan and sequencing the events, using visual cues * 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 * using CAs and gestures to predict subsequent events in a cartoon or short film clip, answering, for example,   next, what?  *What happens next?*   * comparing 2 signed versions of a popular story, indicating their preference for one version over the other and explaining why * drawing a personal interpretation of a VV description of a character’s appearance * viewing performances by Deaf theatre companies and/or signed theatre performances and expressing their reactions using NMFs to show changing emotions such as anticipation, fear or relief * demonstrating understanding of a narrative through retelling or enacting or using DSs, focusing on the importance of eye gaze and role shift in CAs, when responding to the text |
| develop strategies to comprehend and adjust Auslan to convey cultural meaning  AC9L1AU4C04 | * noticing how signs can convey rich, multilayered meaning which might not have a direct match in English, for example, using only NMFs to convey how powerfully the big bad wolf blows down the houses in 'The Three Little Pigs’, or CAs to convey Jack’s focus and exertion in climbing the beanstalk in 'Jack and the Beanstalk' * comparing single signs and words that have direct matches to phrases in English, for example, go-to meaning *to travel to/to attend/to go/to* in English or more lexicalised words such as mother, school * 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* * creating a class signed translation of repeated lines in familiar children’s stories, such as 'We’re Going on a Bear Hunt', using DSs to show prepositions throughout the story * identifying the iconicity of some signs, such as snorkelling, sailing, and noticing how similar they are to the object/referent, and how this helps with translating * translating English adjectives to Auslan, using SASSs, DSs and NMFs * 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 * 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 * explaining and identifying the meaning behind their sign name if appropriate, based on factors such as personality traits, physical characteristics or notable skills * watching a simple Auslan video and translating this into written English |
| **Sub-strand: Creating text in Auslan** | |
| create and present informative and imaginative signed, visual and multimodal texts, using fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs), signing space, formulaic expressions and modelled textual conventions  AC9L1AU4C05 | * planning and rehearsing a presentation of factual information at a school assembly, for example, information about significant events such as the National Week of Deaf People or Harmony Day, using visual supports such as a timeline * creating and 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 * 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' * creating simple descriptions in Auslan and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * creating card games to play with peers that contain pictures, labels and signs, for example, cards relating to different forms of transport * creating an informative video for younger peers, identifying the Auslan signs and putting them into handshape categories * conveying information, such as a digital report in a school newsletter, about cultural events, for example, 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 Year * creating a short signed performance by experimenting and adapting key elements of a popular picture book or humorous story, using elements of CA such as role shift and eye gaze, NMFs, signing space and signing techniques, according to characters * performing stories for a live audience or community festival with a focus on NMFs to express emotion and humour * participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use combinations of signs to form words and phrases  AC9L1AU4U01 | * using the 5 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*) * understanding that NMFs are an element of a sign and are 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 * noticing the orientation of handshapes in signs by focusing on a handshape of the week, such as a pointer handshape, and linking with lexicalised signs like boy, think, people * identifying and demonstrating compound signs and recognising the HOLM and NMF of signs to create new meaning, for example, the sign red + ball = tomato * distinguishing between single-handed signs such as mum, son, 2-handed signs such as book, church, and double-handed signs such as toilet, confuse and tomato * using pace and speed to demonstrate anticipation and/or to enhance storytelling * recognising the pattern and describing how the movement changes between groups of related numbers, for example, 5, 15, 50, fifth * 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 * recognising and identifying the fully lexicalised signs that originated as partly-lexical DSs, for example, aeroplane, ticket, drink, meet and meeting * understanding and identifying the concept of linguistic aspects in HOLM * recognising how to sign with correct mouth gesture to show emphasis and represent force and noise, for example, expressing certainty by mouthing alp while signing pro1 sure | |
| recognise and use Auslan language conventions, grammatical structures and basic syntax, in familiar texts and contexts  AC9L1AU4U02 | * recognising that Auslan users’ use of signing space, movement, CAs, DSs and NMFs enrich many elements of the language, for example, integrating NMFs to show adjectival meanings such as read careful, with the sign careful accompanied by appropriate NMF * demonstrating examples of types of DSs, including entity, handling and SASSs, and their use in context * 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 shift, for example, identifying when the signer changes character or reacts in a particular way * using verb and noun lexicalised signs to describe a person, animal or items, for example,   football where pt+f gym  *The football is at the gym.*   * contributing examples of signs that tell when, where or how a verb happens, such as   want lunch now  *I’d like lunch now.*  pro1(pl) run far  *We have run far.*  please come here  *Come here please.*  pro2 quick finish  *You finished quickly.*   * noticing the relationship between the location of referents and the direction of some indicating verbs, for example, role-playing call pro1, call pro2 * recognising and responding to verbs in signed text, for example, doing (walk, write) and saying (tell, call (yell), announce) verbs in teacher instruction and narrative texts * distinguishing between and using yes/no questions and wh- questions, and noticing that each type of question has different NMFs | |
| recognise familiar Auslan structures and features and compare with those of English, in known contexts  AC9L1AU4U03 | * comparing word order in Auslan phrases with written English, for example,   forward week(two) pro1 holiday  *I am going on holiday in 2 weeks.*   * recognising some signs are borrowed from other sign languages around the world, such as ASL and BSL, for example, the kiss fist gesture is a form of ASL expression meaning truly love it * noticing that differing purposes in the creation of Auslan texts result in differing types and amounts of signing, for example, the use of more CAs in narratives * recognising there are lexicalised signs for common English words and abbreviations such as the days of the week, name of the month or names of states, for example, fs:vic, nsw, sa * 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.* * comparing Deaf and hearing jokes, noticing that Auslan jokes have an emphasis on visual elements and Deaf ways, for example, the timber joke * keeping an Auslan/English 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 | * exploring the positive effects of learning Auslan, such as the ability to express themselves and to belong to the Deaf community * 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 * recognising the distinctive behaviours and attitudes in the Deaf community that is the ‘Deaf way’, such as ‘the long goodbye’ and storytelling in social settings, for example, over-explaining why one arrived late, and direct/blunt comments * 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 the way identity is expressed by Auslan users * recognising that Aboriginal and Torres Strait Islander peoples’ use of signed languages is a mode of communication * considering markers of social and cultural identity and their 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 * comparing social etiquette in different communities and cultures, for example, the importance of eye contact in the Deaf community or comparing manners in different intercultural contexts * identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face-to-face or online, such as National Relay Service (NRS) or Video Relay Service (VRS), through social media, the use of written English, or using interpreters * 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 * developing a timeline about significant Auslan milestones such as the introduction of Auslan in Deaf schools and the publication of the Auslan dictionary * understanding the effects of and variation in signers and signs across Australia, for example, differences in age, schooling or location such as northern/southern dialects |

Years 5–6 (F–10)

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| **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, and with support from teachers and peers, 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 secure digital access. They may work independently and/or in groups, with support. They use signed, 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 resources from the Deaf 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 experiences of their personal worlds. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. 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 signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. 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. |

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| **Strand: Communicating meaning in Auslan** | | **Years 5–6** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges related to students’ experiences and opinions of their personal worlds and school environment  AC9L1AU6C01 | * encouraging each other, for example, making connections between actions and effects, such as   ba! because poss2 work hard, pro2 success  *Because of your hard work, you were successful! Hooray!*   * 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, for example, sports, television shows or digital media they enjoy viewing * engaging in both prepared and spontaneous questions within conversations and discussions, using active watching behaviours such as using NMF, eye gaze, head nodding, shaking, leaning back and forth in interest or surprise and contributing their own responses * exchanging views with their peers to identify values that they hold as important, for example, being part of the Deaf community or caring for the environment, for example,   pro1 full deaf  *I am profoundly deaf.*  look-after environment, pro1 want  *I want to look after the environment.*   * 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.*  agree-not …  *I don’t agree …*   * contributing to discussions by clarifying and critiquing ideas/opinions and developing and supporting arguments, using statements such as   pro1 feel pro2 good talk over … because …  *I think it’s good you are talking about …, because …*   * discussing school experiences or events, using time markers, for example,   week-ago, assembly good, long ds:fast-repeat  *One week ago, 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?*   * using interactional strategies such as paraphrasing, questioning and interpreting non-verbal cues when communicating with their teacher or peers, such as pointing and signing that, what, what-for, go-back/backtrack, wait, hold, pro2 mean …, keep going, come-on, back-on-track * sharing information and providing direction, according to the context, for a new participant joining a conversation   pro3 tell us over move house  *He was just telling us about moving into his new house.*  pro1(pl) finish us talk over basketball  *We were just talking about the basketball.*   * participating in a structured debate, clarifying and summarising ideas, for example,   pro3 explain over what? lbuoy(1):deaf education lbuoy(2):history lbuoy(3):deaf families  *They talked about 3 things; Deaf education, history and Deaf families.* | |
| participate in activities that involve planning and negotiating with others, using familiar and modelled idiomatic language to agree, suggest and resolve  AC9L1AU6C02 | * 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?*   * playing group games to categorise information, for example, students using DSs to describe animal features such as 'big' ears or 'long' tail, and asking questions such as with different animal cards and students using DS and asking   poss2 animal look like what?  *What does your animal look like?*   * negotiating roles, responsibilities and priorities in activities such as cooking or designing a class garden, making suggestions, for example,   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 nmf:head-shake, can-not next ds:indicate-next-part  *If not yet finished, don’t do the next step.*   * using strategies that support participation in shared 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 * organising activities such as excursions or planning an imaginary trip, and deciding what they want to do and associated details, for example,   pro1 want … pro1 want-not  *I want …, I don't want*  pro1 will … pro1 will-not  *I will …, I won't*  time meet?  *What time should we meet?*  there how?  *How are we getting there?*   * creating a group presentation on a controversial proposition to present to teachers or parents, for example, ‘Phones should be banned’, using list buoys and formal signs such as firstly, secondly, thirdly * creating and presenting a language map identifying different languages used by Deaf communities around the world | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose  AC9L1AU6C03 | * viewing 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 * researching topics using a range of sources such as interviews with Auslan speakers, films and websites to 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 * 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 story video in Auslan * reading or viewing First Nations Australian authors’ stories in Auslan or English and comparing words, formulaic expressions and sentences * compiling and presenting information from a survey of peers and displaying results, such as surveying their family and analysing and presenting results through short signed presentations or in chart, graph or table form, for example, asking   deaf people your family have, how many?  *How many deaf people do you have in your family?*   * comparing events from imaginative texts and making connections with experiences in their own lives, for example, reading a story about resilience and sharing their experiences of not feeling ‘heard’ * 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 * reflecting on the experiences of Deaf dancers and choreographers involved in VV, for example, learning the types of ways contestants in popular shows have been able to access and make adjustments to participate in a hearing world * viewing Deaf performance activities, identifying how characters’ feelings and attitudes are expressed through NMFs * retelling or enacting or using DSs, focusing on the importance of eye gaze and role shift in CAs to emphasise key points/punchline of the joke * 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 | |
| apply strategies to interpret and convey meaning in signed and visual cultural contexts  AC9L1AU6C04 | * reading and transcribing glossed texts, including indicating understanding that there are markings to show NMFs and spatial locations * 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 bath ds:handling taps  *To run the bath*  run-out pen  *To run out of pens*  run school-captain  *To run for school captain*   * identifying and explaining multiple lexicalised signs that are not easy to translate into English directly because of culture-specific meaning and history, for example, ba-ba and pah * determining and translating the meaning of technical English words into Auslan with the support of fingerspelling patterns, using flow-shapes and rhythms * identifying non-equivalent Auslan signs/cultural conventions used in Deaf theatre, such as maintaining eye contact and positioning of characters * translating short texts with preparation, such as children’s fairy tales or a short imaginative film from English to Auslan * understanding how to modify iconic signs to depict aspect and manner, for example, swim fast or swim slow, demonstrated through NMFs and speed * understanding that not all words and expressions associated with figurative language are used in northern and southern dialect Auslan, for example, in Auslan train gone, sorry, and in English *raining cats and dogs* * 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 webpage for the school website * comparing the differences between a child of deaf adults (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 * conducting sight/spontaneous translation, for example, from an Auslan video into simple English text such as a blog or newsletter, or from an English text translated into Auslan | |
| **Sub-strand: Creating text in Auslan** | | |
| create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled language structures and features to sequence information and ideas, appropriate to text type  AC9L1AU6C05 | * creating signed announcements that use persuasive techniques, using language such as must, should, can, please or NMFs to sway their audience, for example, promoting balanced nutrition or events such as a Deaf theatre and/or signed theatre performance or National Week of Deaf People * using digital tools to create, for example, a class-news broadcast about important events in their lives, such as a recent school every weekend or participating in a Deaf Festival * providing step-by-step instructions using CAs, DSs, NMFs 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 * 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 * creating original stories or short plays for younger learners of Auslan, incorporating scene-setting, action/conflict and resolution, and including opportunities for audience participation * creating and presenting a range of informative texts about topics such as climate change, for example, displaying and reporting recommended actions to slow climate change * working collaboratively to create a filmed episode for a new Deaf sitcom, incorporating elements such as conflict, suspense or humour * creating additional dimensions or changing the focus of a narrative, such as shifting focus by showcasing different manners, CAs, DSs, space and aspect, for example, modifying the boat's size using entity and SASSs, and illustrating its movement, using NMFs to depict the boat capsizing in treacherous waters or gliding smoothly in calm sea * performing a humorous story using elements of CA such as role shift, eye gaze and NMFs, and adapting the use of signing space and signing techniques | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of signs, pace and signing space to develop fluency in familiar contexts  AC9L1AU6U01 | * 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 head space * 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 * producing signs using the correct HOLM and NMF in citation form * creating a transcription of Auslan and English to identify what HOLMs and NMFs are used for DSs through the use of entity, SASSs and/or handling * recognising that 2-handed signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs, for example, ba-ba and pah * 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 * identifying signs that are arbitrary and have the same movement of the hands, for example, sister and boy, and others that are derivative, such as shower and food * understanding that many features of fingerspelling and signed languages occur simultaneously, such as using CA and entity at the same time, for example, use of CA to mimic an angry wolf bearing down on a lamb which is depicted through the use of a finger (entity), compared with spoken language features which typically occur sequentially * noticing how deaf and hard of hearing Auslan users code-switch when signing from fully-lexical signs to partially lexical signs, impacting the 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 * identifying and classifying examples of HOLM in an Auslan text, for example, watching a story and identifying examples of when DSs such as entity, handling and SASSs as well as CAs 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 | * developing fluidity in signed word order, with a focus on visual and key elements of a story, through the use of signing space, movement, CAs, DSs and NMFs   pro1 swim ca:exertion and determination, but win? ds:head-shake no  *I swam really hard but didn’t win.*   * identifying examples of DSs in an Auslan text, and recognising and using handshape and movement to represent different things in each type of DS, for example, entity DSs, handling DSs and SASS DSs * using CA to represent the words, thoughts or actions of different characters in a text, for example, shifting from one role into another through eye-gaze change, role shift, head orientation change, and matching facial expressions * recognising that in many clauses, signers ‘tell’ with fully-lexical signs at the same time as ‘show’ with CAs, DSs and other gestural elements, for example, using CAs to depict a child tapping her mother, signing water please depicts the full meaning of *The child asked her mother if she could have some water*. * using 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 * joining clauses and creating cohesion by using conjunctions such as plus, also, if or but * recognising that clauses can be linked equally or unequally, where one clause depends on another, for example,   student bored, try focus  *The student was bored and tried to focus.*  versus  fs:if bored, open-book read  *If you are bored, read a book.*   * giving information about how a verb happens over time by changing the movement, for example, signing watch versus watch ds:slow-repeat *watch again and again* * 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 cats (moving sign in across the signing space) to express ‘lots of cats everywhere!’ * using adverbs to modify adjectives using NMFs, for example, really or very, whereby changes in mouth patterns and movement of signs can intensify adjectives, for example,   red nmf:eyes-widening  *bright red*  please nmf:smiling-head-nodding  *Please! (with emphasis)*  tallnmf:eyes-widening  *sooo tall*   * distinguishing between the citation form of a noun, verb and the overlaid adverbial NMFs, and the meaning each part carries, for example, man sprint (base form), man sprint nmf:intensity (manner added) | |
| compare Auslan structures and features with those of English, using some familiar metalanguage  AC9L1AU6U03 | * keeping a class poster to record the different ways that English words are borrowed in Auslan, for example, the use of fully fingerspelled words such as fs:noun, the fingerspelling of the first letter of the corresponding English words, such as f for Friday, or abbreviations of English words, such as state names fs:sa, fs:tas * 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 * recording and using metalanguage to share similarities and differences in structure and language features in Auslan and English texts, for example, a recount or a narrative in both languages * creating class lists of fingerspelled words which have become lexicalised, such as how, choc, if, but and about, and looking at how this process has changed the form of words over time, for example,  mother = mx2 father = fx2 parents = m-f friday = f  toilet = tx2 * 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, in English, the one-letter difference in the minimal pairs *pin* and *pun* * observing Auslan signers, recording and describing examples of their use of space and features, such as topographic space, diagrammatic space and viewer space * 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 ASL and BSL | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on communication  AC9L1AU6U04 | * identifying markers of social and cultural identity that are significant in the Deaf community, for example, using expressive movements to emphasise deafness and associated identity * 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 * 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 * exploring, in Auslan or English, how First Nations Australians’ languages and cultures are expressed, and considering similarities and differences in the cultural expressions of the Deaf community * investigating and presenting an aspect of Deaf history, for example, the achievements and influences of Thomas Pattison, FJ Rose or William Thomson * creating a poster for the school library about the tools and strategies used to navigate the hearing world, for example, outlining the technologies and software applications used to improve accessibility and inclusivity in communication, such as a speech to text app, closed/open/live captioning software, and bluetooth streaming technology * presenting in a school assembly the importance of sustaining and maintaining Auslan * 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 often use 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.* | |

Years 7–8 (F–10)

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| **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 secure 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.  Students access signed, visual and multimodal texts from an increasing range of authentic sources, which may include advertisements, articles, stories and video clips. They may source texts and other resources from the Deaf community to share with peers. They 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 negotiate solutions 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 and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing, 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. |

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| **Strand: Communicating meaning in Auslan** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and unfamiliar contexts related to students’ experiences, feelings and opinions, adjusting their language in response to others  AC9L1AU8C01 | * using consistent patterning of fingerspelling for proper nouns and lexicalised fingerspelling, with DSs used more frequently to convey meaning * participating in conversations with peers, using strategies to sustain interactions such as turn-taking, and asking for repetition, clarification or confirmation, for example,   what? please again  *Could you repeat that, please?*  still go-ahead  *Go ahead …*  so pro2 say pro1 fix that?  *So, you want me to fix that?*   * using persuasive language and NMFs to discuss topics of interest or present points of view, for example,   pro1 think school uniform good because all student alike feel matter-not rich poor alike  *I think school uniforms are good because they keep students equal, and it doesn’t matter if they are rich or poor.*   * encouraging peers to join a conversation, using strategies to initiate and sustain discussion by providing the context of a conversation, for example,   pro3 say …  *She was saying that …*   * using appropriate NMFs to enhance clear communication through backchannels and exclamations, for example,   surprise  Oooh (with appropriate intonation)  incredible  *No way!*  um  *um …*  hold …  *Hang on a minute …*   * using evaluative language to acknowledge strengths in others’ arguments or to challenge others’ views in a courteous manner, for example,   yeah, pro2 different perspective. pro1 never thought  *Oh yeah, that’s a different take on it. I never thought about it that way.*  g:well yeah, but pro1 want add comment  *Well, yes, that’s true but I’d like to add something.*   * retelling events using time markers to sequence information, and using a variety of DSs to represent people, animals, transport and objects, for example,   recent lunch, what happen? well …  *What just happened at lunchtime was …*   * explaining or justifying an opinion using conditional statements such as if … then … or when, for example,   pt+f court, fs:if ds:place-person deaf person include fs:jury ds:panel pt+lf, means deaf person fs:defendant pt+r feel panel view equal everyone  *If there was a deaf person on the jury panel, then the defendant would feel more fairly heard.*   * 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 * exchanging information appropriately in secure online interactions with deaf students from different schools, for example, using the raised hand function | |
| collaborate in activities that involve the language of transacting, negotiating and justifying, to plan projects and events  AC9L1AU8C02 | * working with others to solve simple unfamiliar tasks such as how to use video editing, online dictionaries and/or captioning programs * collecting specific information from peers, with restrictions such as a time limit or banned signs, for example, sign 5 questions in 30 seconds, then recall the responses * negotiating roles, responsibilities and priorities in activities that involve 2 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.*   * working with a peer to explain the rules of a sport or board game, or instructions on caring for animals using 3 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 nmf:sour-expression  *If you don’t add sugar, it will taste sour.*   * participating in improvisation games that require spontaneous and imaginative responses to a stimulus * 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 * giving and following sequenced directions that involve the use of DSs, for example,   see ds:wavy-surface know where scratch? fs:sand polish more ds:thick-to-thin mm(two) smooth  *See where the surface is uneven? You sand that back 2 mm and it gets smooth.*   * 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 DSs | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret and analyse information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9L1AU8C03 | * collecting and comparing information from a variety of signed sources to inform discussions on topics of interest * categorising information in signed texts from the Deaf community and deaf-related organisations, such as emergency announcements or information, or advocacy texts * 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 * reading or viewing First Nations Australian authors’ stories in English or Auslan and responding to them in Auslan * viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, and analysing language features such as pace and pauses, use of space, signing space and NMFs * researching information on a selected topic such as recycling or protecting the environment, and presenting information in a persuasive signed speech designed to invite action or support * 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 * 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 * comparing their interpretations of or responses to performances by Deaf comedians, storytellers or poets | |
| interpret and adjust signed, visual and written language to convey meaning in a range of familiar and unfamiliar cultural contexts  AC9L1AU8C04 | * exploring the translation of popular English idioms and phrases with non-compositional meaning, for example, ‘It's raining cats and dogs’ * considering why one language may use more words/signs than another to convey meaning, for example, when Auslan uses spatial concepts or DSs * considering approaches to interpreting, such as simultaneous or consecutive, and the uses of each approach * analysing the translation of Auslan poems or short stories into English captions, with a focus on how people’s appearance and movements are described * 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 * exploring different types of communicating and interpreting, such as the use of tactile signing, haptics and visual frames * 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 * transcribing part of a text using glossing, including the signs and NMFs used | |
| **Sub-strand: Creating text in Auslan** | | |
| create and present signed, visual and multimodal, informative and imaginative texts, manipulating language to suit context, purpose and audience  AC9L1AU8C05 | * developing a digital signed presentation of a typical school or weekend day in their life to present to a class of younger students learning Auslan * creating a filmed and captioned bilingual text that informs the school community about important issues in the Deaf community or about local events * presenting a biographical report about a prominent deaf person, using visual prompts such as a slideshow to describe their life and achievements, incorporating some commentary and personal opinion * creating an advertisement in Auslan to promote travel to a significant cultural First Nations Country/Place location, including what to see and do * providing instructions in an engaging or entertaining style, utilising clear use of space, to create interest in an activity such as a game or a recipe * composing and presenting a handshape or signed poem on a selected theme such as friendship or love * responding to stimuli such as an image or a statement to improvise a short response or skit * creating and presenting a signed interpretation of an animation using CAs to represent entities shifting between close and distant focus * 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 peers * composing a signed scenario or short story involving a favourite television or film character to present during Book Week * creating a short film or skit adding CAs, DSs and lexical signs, moving between ‘showing’ and ‘telling’ information, and exploiting the visual-spatial properties of Auslan | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of sign production to enhance fluency, and respond to and create texts in familiar and unfamiliar contexts  AC9L1AU8U01 | * identifying and applying movements of signs, such as local and path movements, for example,   local movement – have  path movement – day (sideways)   * applying the various types and functions of NMFs, such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body * using DSs that represent a whole object or part of an object such as the body or the legs * modifying dominant and non-dominant hands for effect or using one hand only to convey the same meaning as the original 2-hand sign * understanding and applying the need to modify pace for emphasis, in familiar and unfamiliar texts, such as when recounting an exciting event * understanding that the elements of a sign can be arbitrary, such as the handshape or movement of the sign why, or that the handshape and movement may be meaningful, such as in the sign give * applying the fluid patterns of fingerspelling rather than speed, and the use of exaggerated fingerspelling for emphasis, for example, when clarifying a name * recognising that Auslan has fully-lexical signs that may be found in the dictionary, and 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 * comparing the production of a signed discourse with and without mouth morphemes | |
| apply understanding of grammatical structures and features to compose and respond to a range of texts  AC9L1AU8U02 | * applying various types of clauses such as questions, topicalised sentences, negation or conditionals and recognising that these often co-occur with particular NMFs * identifying the ways that signers add spatial elements to communication, for example, using DSs from a viewer's perspective to refer to the same referent throughout a text * 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 * describing real or imagined experiences at a different time, using CAs to shift from one role into another, through eye-gaze change, body shift, head orientation change, and matching facial expressions * applying citation form of plain verbs and indicating that verbs change when depicting more than 2 people * recognising that nouns can be pluralised by locating them repeatedly, regardless of their original location * using both directional and locational indicating verbs, for example, give pro3 and give pro1; and operation (cochlear implant versus appendix operation) * intensifying adjectives using NMFs, for example, signing hot with great emphasis and depicting wide-eyed expression for extremely hot, or signing tough with great exertion to show very tough * knowing that, typically, signers use DSs to show spatial relationships/prepositions, not separate signs such as on or under * using conjunctions such as plus, if or but to create cohesion in a narrative, recount or procedural text * identifying when and how 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 | |
| reflect on similarities and differences between Auslan and English language structures and features, using metalanguage  AC9L1AU8U03 | * recording and sharing examples of how languages expand to include new signs and expressions due to influences such as technologies and digital media, for example, computer, mouse (computer), internet, wi-fi, selfie * discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space, and how this compares with English * evaluating the production of reciprocal forms of some indicating signs, such as look, give and invite, and comparing this with how it is expressed in English * developing a chart or poster comparing DSs with English adjectives, such as a small, sleek, new car or a large, battered, old ute * comparing Auslan and English dictionaries and how each language is represented, for example, nouns, adjectives and verbs * explaining how sign languages borrow from each other due to technology, for example, signs that refer to different nations, states and cities around the globe, and the ASL vehicle handshape in DSs * comparing commonly used metalanguage in Auslan and English, and explaining similarities and differences in the terms used * using metalanguage to communicate about features of Auslan, such as talking about the use of fingerspelling, CAs, DSs and NMFs * comparing expressions of periods and sequences of time in Auslan and English, for example,   forward week(two)  *In 2 weeks*  long-ago  *A long time ago*  first-last  *First to last* | |
| **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 impact on communication  AC9L1AU8U04 | * reflecting on identity and their experience of sign language use when growing up * discussing examples of how increased use of Auslan has positively changed mainstream society’s understanding and perception of the Deaf community * reflecting on the concepts of Deaf Gain, Deafhood and different perspectives of various people in the Deaf community. * reflecting on how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation and sense of place and space in the Deaf community * considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, for example, changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing * creating an annotated timeline of key events in the education of deaf children, such as the Milan Congress in 1880 and the Signed English movement in the 1970s and 1980s, and presenting on how the attitudes, identity and values of Auslan were influenced and shaped * discussing the diversity of the Australian population, including Auslan users who are deaf, hard of hearing, Deafblind and/or a child of deaf adults (CODA) * researching and presenting profiles of deaf people who have been recognised in wider Australian society such as Dr Alastair McEwin AM or Drisana Levitzke-Gray, and identifying how such recognition contributes to broader awareness and value of Auslan * analysing ways in which deaf people’s jokes and humorous narratives reflect cultural values about deaf/hearing relationships and how deaf people navigate the world * explaining ways in which deaf people interpret cultural meanings of sound and reactions to sound, for example, a door slamming * reflecting on how international sign choice is established, for example, for congresses such as World Federation of the Deaf (WFD), the number of participants from different language families is taken into account | |

Years 9–10 (F–10)

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| **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 through community and online events. They may raise awareness of, and facilitate class involvement in, Deaf community events. They access and create signed, visual and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support.  Students access an increasing range of authentic and purpose-developed resources which may include contemporary literature, feature articles, social media, television programs, textbooks and video clips. They may access resources from the Deaf community 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. They interpret and respond to 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 texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures and language devices to enhance meaning and cohesion.  Students apply features and conventions of Auslan 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. |

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| **Strand: Communicating meaning in Auslan** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives, adjusting their language in response to others  AC9L1AU10C01 | * using code-switching skills to communicate with a range of Auslan users such as those who are Deafblind, young or new to signing * using impartiality to ask and respond to requests for elaboration or perspectives, for example,   well one research pt+f show but other research show different  *Well, one type of research showed this, but another type of research showed a different result.*   * integrating discourse markers to facilitate coherent and cohesive flow of communication, for example, anyway, then, pause-nod, list buoys, fs:so, now, but, as well as hand clasp, hand drop to indicate turn-taking * 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 * identifying and using nuances in emotions and opinions, for example,   recognise pro2 upset pro1(pl) time-out  *I acknowledge that you are upset. Let’s take a break from this.*  wow true impactpt+c  *Wow, that’s really made an impact on me.*  angry? furious!  *I’m not angry … I’m furious!*   * making connections between their own and others’ ideas or beliefs in an exchange using conditionals, for example,   sometimes possible happen why? fs:if pro2 past think (contemplate) will true happen  *Sometimes things happen because you think they will, so it comes true.*  fs:if pro2 think pro2 can pro2 can. fs:if pro2 think pro2 can-not pro2 can-not  *If you think you can, you can. If you think you can’t, you can’t.*   * engaging in turn-taking to share views, opinions and cultural perspectives on a topic, for example,   wait let pt+rt finish first then pro2 pt+f  *Wait for the person to finish talking then you can have your turn.*   * demonstrating different strategies and sign choices when communicating in different contexts, for example, modifying the timing of signing when with an interpreter | |
| contribute to discussions that involve diverse views to negotiate outcomes, debate issues and compare experiences  AC9L1AU10C02 | * working in groups to achieve a successful outcome for a hypothetical scenario, for example, ‘What 10 items would we agree to take to a deserted island?’ * planning questions and responses to interview an Auslan user about their experiences or opinions on selected topics, such as a discussion around recommended actions to improve the school or local area * negotiating with a peer on how to improve a task, for example,   good pro1(pl) think (contemplate) try-out swap?  *It’s good we thought about it. Why don’t we try swapping?*   * 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,   pro2 confuse. pro1(pl) revise  *I’ve confused you; let’s do that again …*  pt+lf believe what … pt+rt opposite believe what … pt+c pro1 believe …  *They believe … but they believe … I believe …*   * planning and presenting a group task, for example, a speech to celebrate, commemorate or acknowledge a significant person or event * negotiating what to include in an informative signed resource for the school website or other media, using language to prioritise features for the target audience, for example, about events such as the National Week of Deaf People (NWDP) * discussing how to explain a procedural text, using abstract space such as instructions on how to use a lawn mower, a washing machine or a digital tool | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| 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  AC9L1AU10C03 | * applying knowledge of grammar and culture when viewing signed texts, to understand meaning, and discussing language choices made * analysing different signed texts from international deaf signers, such as from World Federation of the Deaf (WFD), and commenting on the strategies used to convey meaning * sequencing and summarising the key points of an extended, informative signed presentation on a current issue * reading or viewing First Nations Australians’ stories in Auslan or English, and creating a profile of them in Auslan * 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 * using signed and multimodal sources to research significant events in Deaf history to show how information can be presented in different ways * analysing performances of Deaf poetry, for example, discussing themes, expression and construction, and comparing how sign choice and stylistic techniques combine to convey ideas and emotions * identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining and communicating traditions or values, and finding examples of these in well-known stories, fables or legends * 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 * viewing a captioned play and reviewing the production * considering and responding to situations where Deaf Gain and Deafhood may occur in an event, book, article or filmed footage | |
| interpret and translate signed, visual and written interactions and texts to reflect cultural context, purpose and audience  AC9L1AU10C04 | * experimenting with Auslan translations of popular English idioms and phrases with non-compositional meaning, giving justification explanations for language choices, for example, ‘You’re in over your head’ * analysing a text to identify examples of where the use of space and DSs describe a scene, compared with English captions * exploring how interpreting and translating vary depending on the audience, for example, one-to-one, small group or large audience * considering the nature of translation, with reference to different strategies such as decoding literal meaning, reading for meaning and cultural reading * interpreting and translating a text of a well-known narrative or poem and presenting it to a younger audience * using different types of communicating and interpreting, such as the use of tactile signing, haptics and visual frames in real-time, depending on context, purpose or audience * comparing translations of simple stories in Auslan and BSL, and identifying some differences * discussing the translation of signs with a non-English equivalent, for example, pah! and ba-ba * transcribing part of a text using glossing, recording the grammatical features | |
| **Sub-strand: Creating text in Auslan** | | |
| 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  AC9L1AU10C05 | * 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 * 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 DSs * creating a complex imaginative narrative combining and switching between ways of reference, for example, CAs, DSs, lexical signs and frames of spatial reference * creating a recount in Auslan, reflecting on the impact of a past school excursion to a significant cultural First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site * creating a short film on their hobby or interests, using a ‘deaf lens’ to edit camera angles to focus on signing space and NMFs * 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 and hand waving, for example, standing on a stage and waving hands to gain audience’s attention * creating and presenting a signed monologue of an exciting or humorous event, incorporating pace and signing space to convey meaning * creating an imaginative interaction incorporating communicative styles and social behaviours observed in Auslan texts, for example, a digital persona or avatar in a fantasy world or imagining they are the ‘characters’ in a painting and creating a scenario and dialogue | |
| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of sign production to extend fluency in response to a range of contexts, purposes and audiences  AC9L1AU10U01 | * 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 * 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 * applying variation in handshapes and one-handed, 2-handed and double-handed signs * identifying and keeping a class record of how signs are classed into 3 categories: manual, non-manual, multi-channel * modifying pace and signing space for emphasis in different contexts such as a large group presentation or small group to share a secret * applying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary * using different types of fingerspelling depending on the context, purpose and audience, for example, tactile fingerspelling and international forms of fingerspelling * exploring best-practice strategies for capturing partly-lexicalised signs for digital or online dictionaries or resources * applying knowledge of iconicity in signed languages, for example, how the path movement of a verb can show the timing of an action, for example,   pro1 wait ds:fast-repeatpro2, observing that English can do the same with changes to the length of words, for example, *I've been waiting a loooooong time for you*   * explaining the use of mouth morphemes to add meaning to a discourse, by commenting on a recorded interview in Auslan or signed news bulletin * 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 | |
| apply knowledge of grammatical structures and features to predict meaning and compose a range of texts that contain complex structures and ideas  AC9L1AU10U02 | * applying signs as interjections or discourse markers, including fillers and conjunctions, for example, using spread handshape to pause, hold or replace voicing *um* or the sign coincidence * describing how short, signed texts use space – real space, topographic space, abstract space, viewer space and diagrammatic space – and recognising locations for present referents, non-present referents or abstract referents that do not exist in space * developing the use of composite utterances, that is, those that have elements of CAs, DSs, points and fully-lexical signs in the same utterance * identifying instances of DSs and their type, such as entity, handling or SASSs in increasingly complex Auslan texts and using these in own creation of texts * using appropriate CAs according to the context in an example of constructed dialogue * applying the different types of verb modification, such as spatial and directional, number of referents, the action over time, manner and intensification * 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 * applying modal verbs and NMFs to express possibility, obligation and ability, for example, might and should * applying knowledge of how meaning or emphasis in phrases can be changed by reordering clauses or parts of clauses | |
| reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features  AC9L1AU10U03 | * 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 * observing and explaining how the words, thoughts or actions of a protagonist in a text are represented in English and comparing this with the use of CAs in Auslan * comparing some of the ways that modifications to verbs occur in an Auslan and English text, such as using DSs in Auslan to indicate durational or habitual aspects and comparing with English, for example, work ds:fast-repeat w*ork for a long time* or go-to ds:fast-repeat *go regularly* * comparing how a range of emotions can be described through NMFs in Auslan narratives and through facial expressions in written English narratives * 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 2, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling * presenting a report or creating a chart to show how Auslan has been influenced by the use of Signed English in education settings, and cultural attitudes towards Signed English * analysing a signed text for examples of character and observer space, and describing why the signer has chosen that viewpoint * 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 | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  ACL9L1AU10U04 | * reflecting on experiences of moving between Auslan and English, comparing how this feels and considering changes in their sense of identity when communicating in either language * 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/fs:hoh, deaf^community, human^right * reflecting on their experience of living and communicating in general society and how they interpret visual language using ‘Deaf eyes’ * 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 to a group of Auslan-using visitors at a school assembly * 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 * reflecting on the labels ‘Deaf/deaf/hard of hearing’ and ‘hearing’, considering what they mean to different people and their implications in terms of status, access, opportunity and privilege * 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 * creating a poster or set of instructions on the protocols for interacting with sign language interpreters in various contexts in and out of school | |