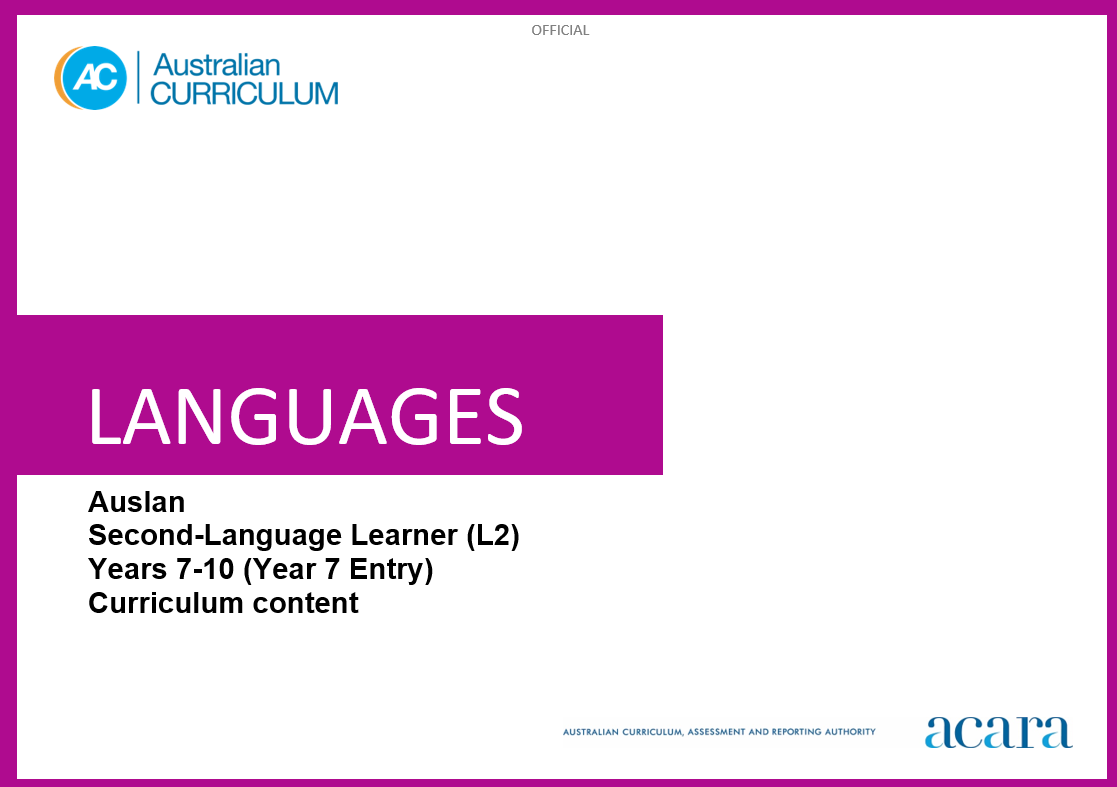
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**AUSLAN L2 7–10 (Year 7 entry) CURRICULUM ALL ELEMENTS**

**Years 7–8 (Year 7 entry)**

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Auslan. This will be influenced by the extent of students’ backgrounds and prior experiences of language learning. Students use Auslan to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Signing and viewing activities are supported by modelling, scaffolding and feedback. First-language and second-language learners may work collaboratively to facilitate learning.  Students access authentic and purpose-developed signed, visual and multimodal resources which may include advertisements, blogs, conversations, textbooks and video clips. First-language learners may source texts and other resources from the Deaf community to share with peers. Students use their Auslan and/or English literacy knowledge of metalanguage in a range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They understand differences between using signs in Auslan and in using the Roman alphabet in English. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions in exchanges using familiar gestures, questions and instructions. They locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning. They respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, modelled grammatical structures, and familiar signs including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication. They comment on aspects of Auslan and English language structures and features, using metalanguage. They demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Auslan** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds  AC9L2AU8EC01 | * using fingerspelling for their name and the names of others, and sign names where appropriate, and patterning for commonly fingerspelled short words * exchanging greetings, thanks and apologies, adjusting language to suit context, for example, hello, goodbye, how-are-you? pleased-meet, see-later, good-luck, thanks, sorry, happy birthday, congratulations, deaf, hearing? my name …, where-from? * sharing information about themselves, family, friends and peers, for example,   pro3 have dog(one) cats(two)  *He has a dog and 2 cats.*  that baby poss2 sister?  *Is that baby your sister?*  pro1 live with who? poss1 aunt  *I live with my aunt.*  who pro3? poss1 friend fs:mary  *Who is she? That’s my friend, Mary.*   * asking and responding to closed questions to interact with others and using appropriate NMFs such as lowered eyebrows/head tilt, for example, pro2 who, when, where, what, how-old, how-many * using backchannelling such as nodding and signs when interacting with NMFs, for example,   know nmf:head-nod  *I know.*  understand  *I understand.*  know-not ds:head-shake  *I don’t know.*   * expressing feelings using lexical signs and affective NMFs, for example,   pro1 frustrated  *I’m frustrated.*  pro3 excited  *She’s excited.*   * asking for repetition, help, clarification or permission, for example,   please slow sign?  *Could you sign that slowly please?*  please repeat  *Please repeat.*  please pt+c help?  *Can you help me, please?*  g:hands-up please pro1 need toilet  *Can I go to the toilet please?*  thank-you pt+c help  *Thank you for helping me.*   * asking and responding to questions about familiar topics such as shared school experiences, for example,   pro2 like auslan?  *Do you like Auslan?*  pro2, subject what study what?  *And you, what subjects do you study?*  school pro2 like?  *Do you like school?*   * using DSs and lexical signs to represent people, animals, transport and objects, showing locations and movement when interacting   poss1 sister tall ds:long-wavy-hair  *My sister is tall and has long wavy hair.*  my house pt+lf friend house pt+rt  *My house is over there and my friend’s house is over there.*   * expressing likes, dislikes, preferences, agreement and disagreement, using negation and associated NMFs, for example,   pro1 like watermelon. like-not orange  *I like watermelon; I don’t like oranges.*  math or english? rather math pt+c  *I prefer maths to English.*  pro2 like rugby? pro1 disagree. soccer better  *You like rugby? I think soccer is much better!*   * discussing plans using time markers such as today, yesterday, tomorrow, next-week, last-week, number of weeks, weekend   regular summer pro1(pl) group move beach stay week(three)  W*e go to the beach for 3 weeks in summer.*   * sharing information about routines, interests and leisure activities   weekend pro1 go-to ds:fast-repeat camp  *I go camping on weekends.*   * exchanging information about celebrations and special events   tomorrow, auslan day. pro2 fs:do what?  *What are you doing for Auslan Day tomorrow?*  happy birthday yesterday! you how-old?  *Happy birthday for yesterday! How old are you?*   * giving, accepting or declining invitations, such as   sorry pro1 can’t ds:go why? pro1 basketball training  *Sorry, I can’t go because I have basketball training.*   * following appropriate classroom protocols when interacting in Auslan, for example, tapping, pointing and waving for attention, maintaining eye gaze | |

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| **Sub-strand: Mediating meaning in and between languages** | | |
| engage in modelled signed and visual exchanges with peers to organise activities related to daily life and school environment  AC9L2AU8EC02 | * giving and following instructions for class routines, for example,   we play game. please stand up  *We’re going to play a game; please stand up.*  pt+c look-at pro1  *Eyes to the front.*  please with two  *Please find a partner.*  ds:tap-on-shoulder  *Get attention of person next to you.*   * giving and following directions or instructions in sequential order, using ordinal numbers and list buoys, for example,   lbuoy(1):paper lbuoy(2): draw circle lbuoy(3):colour  *Firstly, get some paper. Secondly, draw a circle. Then, colour it in.*   * negotiating turn-taking in activities and discussions, for example,   poss1 turn first poss2-turn  *It’s my turn first, then your turn.*   * discussing roles and responsibilities that involve organising, negotiating and prioritising tasks, such as devising an activity or game for the class, for example,   deaf history project agree, make lbuoy(1):presentation lbuoy(2):game  *For the Deaf history project, I agree, we will make a presentation, then a game.*  pro2 type pro1 write  *You type and I’ll write.*   * participating in games, activities or role-plays such as enacting scenarios involving being lost and asking for or giving directions, or playing 'Sign circle' to practise new vocabulary or passing on a sign shape * exchanging information about daily activities and individual schedules to determine agreed date/time for an event * reviewing peer work in pairs, providing feedback and encouragement or praise on aspects and features of the signed text * considering adaptations to Auslan use when communicating in different physical environments such as 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 * managing visual noise such as background, glare from windows, filming and online protocols regarding signing space on camera | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar signed, visual and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9L2AU8EC03 | * interviewing peers about their experiences of and opinions about secondary school compared with primary school, and working collaboratively to represent findings in a multimodal presentation * gathering information from signed texts or their peers about interests, hobbies, sports, holiday plans, food preferences, home or school routines, and summarising findings in formats such as tables, pie charts, dot points or graphs * collecting and sequencing information from signed texts about people, schedules or events, and using the information in new ways, for example, creating a timeline, timetable or diary entry * reading or viewing First Nations Australian authors’ stories in Auslan or English and responding to them in Auslan * viewing and following procedural signed texts such as ‘how to’ craft activities, or following signed directions, for example, to label a school map with key locations or to create a route at the zoo to see specific animals * observing informative signed texts such as weather reports or simple announcements about events and celebrations, identifying key points of information to inform others * investigating how Auslan and Deaf culture are promoted in the wider community by Deaf Australia, individuals or through events such as the National Week of Deaf People (NWDP), Auslan Day, Australian Deaf Games, or Deaf art exhibitions * watching a range of skits such as 'Rob Roy’s sports story' and then collaboratively representing the story or characters using constructed actions (Cas), DSs and NMFs * viewing and responding to visual texts such as handshape art, and art produced by and about Deaf people, Deaf culture or signed languages, such as Gonketa * viewing Auslan stories, poems and performances and responding to ideas, characters and events, for example, accessing the online work of Australian Deaf artists and storytellers, or inviting Deaf artists to visit the class, in person or virtually * accessing different versions of imaginative signed texts, for example, viewing versions of ‘The timber joke’ and ‘Deaf jokes’, and indicating which they prefer and why * responding to signed poems and VV descriptions of a character’s appearance or events, for example, shadowing a sample of the VV work of well-known Deaf poets and artists * viewing and comparing representations of deaf people in different media forms, for example, reality television shows with deaf contestants or movies with deaf characters | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts  AC9L2AU8EC04 | * noticing how signs can convey rich, multilayered meaning which might not have a direct match in English, for example, in stories or fairytales * noticing that simple phrases in English can be signed in several different ways * using online sign dictionaries to identify diverse meanings of words or concepts, for example, by reviewing the various meanings of the word *run*, and comparing the signed concepts * using online dictionaries to assist with short translations of Auslan into English, and vice versa * shadowing a simple story in Auslan and retelling it as a pre-interpreting skill to a different audience, noticing which phrases and concepts create more challenge than others * translating simple filmed texts from Auslan to English, and adding captions * translating short, simple written or spoken texts into Auslan, for example, instructions for a game or a procedure such as recipes * recording and translating into English some simple Auslan ‘identity stories’ filmed by members of the Deaf community | |
| **Sub-strand: Creating text in Auslan** | | |
| create signed, visual and multimodal informative and imaginative texts using modelled fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space  AC9L2AU8EC05 | * recounting events from the weekend or a special occasion, demonstrating sequencing * designing a multimodal presentation to explain home or school routines, or the events at a school camp or sports day * sharing information from their home or local community using visual infographics or diagrams, for example, family traditions or cultural events * creating an advertisement in Auslan to promote travel to a significant cultural First Nations Country/Place location, including what to see and do * creating and comparing individual biographies, including elements such as family origins, traditions, beliefs and experiences, and considering how these influence their sense of identity * re-enacting short stories or wordless animations that include 2 characters and their interactions, through the use of CAs and depiction * creating a signed skit to tell a story, using a variety of NMFs, and without lexical signs * describing items of school equipment such as those used in woodwork, science or sports, and giving simple signed explanations of how they work * creating short sequences of signs using a fixed handshape, such as the index finger ‘point’, for example,   pro1 see pt+f snake! ds:travel-on-ground ds:wind-up-top-tree  *I saw a snake on the ground over there. The snake then slithered across and up to the top of the tree.*   * creating a signed music video clip or poem in Auslan based on a source text * developing digital glossaries of new sign vocabulary, which can be used to share their personal learning with family members or as a resource | |
| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of how these are represented in familiar contexts  AC9L2AU8EU01 | * noticing that in signed languages meaning may be expressed through either whole signs or through fingerspelling, with NMFs * noticing the variation in ‘handedness’ between signers in relation to both signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite * understanding that NMFs are a significant Auslan element, paralleling vocal inflection in spoken language, and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative in like and dislike * recognising and using signs with a change in handshape, for example, find or best, or a change in orientation, for example, can-not or how * observing a sign's handshape and its orientation, for example, cockatoo handshape:five, palm left, and soccer handshape:fist * identifying signs that can represent a whole object or part of an object, for example, body versus legs * noticing iconic signs that provide visual images of referents such as drink, elephant * noticing the 5 major locations of signs on the body (body anchored signs) or in space (non-body anchored), and identifying signs associated with each, such as see (head/face), say (mouth/chin), why (chest), past (non-body anchored, head signing space), have, stop and one (non-body anchored, chest signing space) * noticing the path movement of a particular sign and identifying signs associated with the major types of primary and secondary path movements, for example, through (forwards) or full (down to up) – both primary movements; or when (wiggle on cheek) or dinner (tap on chin) – both secondary movements * noticing that in a stretch of connected signing, a sign will often be produced differently from the way it is shown in a dictionary in terms of citation and non-citation form, for example, know signed at the temple location, but in conversation this sign is often dropped into a lower signing space such as cheek, or even lower * identifying which hand is dominant and which is non-dominant in 2-handed signs, and how such signs may move, for example, double-handed signs with same handshape move in the same way such as book or different, while 2-handed signs have one stationary hand and only the dominant hand moves such as culture or important * noticing signs can have different levels of visual motivation or iconicity, for example, those that are fully transparent (sleep), translucent (milk) or arbitrary (people), and that iconicity is often overestimated in sign languages * experimenting with different methods of capturing signed languages such as a dot-point script, hand-drawn pictures, videos and written gloss, and planning Auslan texts * shadowing a filmed Auslan story about an event in daily life, and copying signs and NMFs precisely from a signed text | |
| develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts  AC9L2AU8EU02 | * developing awareness of the range of signing space in normal signed interactions, from just above head to waist and extending to sides, noting exceptions, such as dog location on thigh * using a digital resource to assist in understanding that handshape and movement represent different things in each type of DS, for example, entity DSs, handling DSs and SASS DSs * identifying concepts that can be represented in a DS by a particular handshape, for example, a distant person, pole or tree can be represented by a point handshape, a car by a flat handshape, and a cylinder such as a water bottle can be traced by a cup handshape * understanding that, typically, signers use DSs to show spatial relationships/prepositions, not separate signs such as on or under when interacting * recognising that a noun group can include elements such as adjectives or numbers and that proper nouns can be shown through fingerspelling or sign names if appropriate * using different nouns in clauses, including those that are shown with a pointing sign, such as girl read versus pro3 read, or visit friendversusvisit pro3 * using adjectives to describe nouns in different ways such as how they look (big or red), feel (soft or hot), smell (smelly) or sound (loud) * using different pointing signs, such as pronouns, determiners, locatives in texts * practising indicating verbs used between referents, for example,   pro1 help pro3  *I helped her*  pro3 pt+c ask ca:shocked!  *She asked me and I was shocked!*   * developing examples of signs that tell when, where or how a verb happens, such as   forward week(two) pro1 holiday  *I am going on holiday in 2 weeks.*  want lunch now. please  *I would like lunch now please.*  pro1(pl) run far  *We have run a long way.*  come here please  *Come here please.*  pro2 quick finish  *You finished quickly.*   * identifying verb signs sit, eat, feel, wonder, have and understanding that they are central to a clause, noticing there is no verb ‘to be’ in Auslan * exploring different types of verbs in a text, for example, doing (walk, write), saying (tell, call (yell), announce), sensing (see, think) or possessing * noticing that adverbial signs modify the meaning of verbs, such as drive careful, and that these can also be communicated effectively through NMFs, for example, drive nmf:carefully * understanding that single-digit numbers can be merged into other signs (numeral incorporation), such as those for ages, for example, age-years(five), or adverbs of time, for example, week-ago(three) * recognising that there is flexibility in sign order, for example, parts of a sentence can be signed simultaneously, but generally a time-topic-comment structure is followed * distinguishing between yes/no questions and wh- questions and statements, and their corresponding NMFs | |
| compare Auslan language structures and features with English, using familiar metalanguage  AC9L2AU8EU03 | * identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet * noticing different ways that English words are borrowed into Auslan, such as the use of fully fingerspelled words, fs:egg, fingerspelling the first letter of English words such as f for *father*, abbreviations such as state names fs:nsw, tas, organisation names such as fs:waad, and lexicalised fingerspelling such as how * discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space * comparing features of metalanguage in Auslan and English, for example, identifying adjectives shown through either lexical signs or DSs in Auslan and comparing these with similar adjectives expressed in English * understanding how noun signs can be modified to show pluralisation, for example, one house versus 3 houses in a row * understanding that adverbs in Auslan are shown through DSs and NMFs, compared with the way English adverbs are formed, such as *very, quickly*   pro1 bike fast nmf:intensity  *I was riding my bike very fast.*   * understanding that frequency or duration in English is expressed by adding words like ‘a lot’, whereas in Auslan it is shown through repetition or how a sign is modified * using time markers such as finish to show past tense in Auslan compared with using, for example, ‘ed’ in English * understanding that some Auslan signs can translate multiple English words as an equivalent, for example, go-to (one sign) versus go to (2 words) * comparing Auslan and English pronouns, in particular noticing that Auslan pronouns do not show gender, but can show location and a specific number of referents * comparing a short text in Auslan with an equivalent English text, for example, a short film clip in Auslan and a paragraph in English written on the same topic, noticing similarities and differences in structure and language features, including time markers, use of space, CAs, DSs, and topicalisation and other features * identifying examples of signers pointing to an established location to refer to a non-present referent, for example, by viewing a short Auslan story that sets up different characters in space to each side of signer, then responding to questions about what each character did in the story, comparing with English representation of characters * identifying how signers use space to make clear how a character enacts a verb through a text, for example, by pointing back to an established location to refer to a noun referent, using CAs, DSs and space to make a story interesting and to support understanding * researching and identifying the origins of Auslan, and reflecting on possible influences today, for example, expressions related to social media or expressions that have come from other sign languages such as BSL and ASL | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9L2AU8EU04 | * identifying ways in which deaf people design and adapt spaces to create ‘Deaf space’ to maximise visual access to information, for example, using open-plan, well-lit areas, minimising glare/reflection, and having suitable placement of the interpreter * recognising that Auslan users come from a range of places and backgrounds, and may be multilingual in both signed, spoken and written languages, and may have variation in language patterns and usage depending on educational experiences, family background and socio-economic status * surveying Deaf people about their experiences and perspectives on the significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as the original Deaf Society/Mission buildings, and presenting findings in a multimodal presentation * 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 * identifying examples of deaf people’s visual orientation towards the world, such as using visual applause or being astute in reading body language * developing and annotating a timeline of key events, developments and reforms in the history of Auslan, and the impact of these on members of the Deaf community * investigating the use of digital technology by Auslan users, for example, social media, texting, video calling and online platforms, National Relay Service (NRS), Video Remote Interpreting (VRI), Video Relay Service (VRS), and discussing how these modes of communication impact on issues such as accessibility and communication between members of the Deaf community and the community at large * reflecting on their expectations of learning Auslan and presenting their reflections in a printed or digital class journal * viewing face-to-face or online interactions in Auslan between peers, and interpreting culturally-determined manners or behaviours * identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between 2 signers, or to the positioning of communication partners | |

**Years 9–10 (Year 7 entry)**

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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 while sharing their own and others’ experiences of the world. They sign and view to communicate with other users of Auslan through community and online events. First-language and second-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, Deaf community events. They continue to receive guidance, modelling, feedback and support.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of signed, visual and multimodal texts which may include magazines, online and print articles, social media, textbooks and video clips. First-language learners may source texts and other resources from the Deaf community to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others’ personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how these influence their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Auslan** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Auslan** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  AC9L2AU10EC01 | * using consistent patterning of fingerspelling for proper nouns and lexicalised fingerspelling, with DSs used more frequently to convey meaning * initiating greetings thanks and apologies with unfamiliar people, for example, school where, sign name have, deaf, hearing? * exchanging information about themselves and their world using NMFs, for example,   know-what? pro1 new dog  *Guess what? I have a new dog.*  poss2 weekend good bad?  *How was your weekend?*   * asking for and providing additional detail, such as in a mock interview activity, for example,   poss2 story wow. nmf:leaning-forward tellmore  *Your story is interesting. Please tell me more*.  fs:if pro2 boss pro2 will change what?  *What would you change if you were boss?*   * participating in conversations with their 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 …*  fs:so pro2 say pro1 fix that?  *So, you want me to fix that?*  please slow sign?  *Could you sign that slowly, please?*  pro2 say before what?  *What did you just say, sorry?*   * using appropriate NMFs to enhance communication through backchannels and exclamations, for example,   surprise  *Oooh* (with appropriate intonation)  incredible  *No way!*  hold …  *Hang on a minute …*   * describing and comparing topics, setting up use of space, for example, a weather report,   pt+up weather queensland hot  *The weather in Queensland is hot.*  pt+dn weather tasmania cold  *The weather in Tasmania is cold.*   * expressing degrees of emotions and intensity through variations of signs and NMFs, for example, angry versus furious, happy versus ecstatic * using discourse markers in a role-play or turn-taking activity, for example, anyway, then, pause-nod, list buoys, fs:so, now, but, and others, as well as hand clasp, hand drop to indicate turn-taking * explaining or justifying an opinion using conditional statements such as *if … then …* or *when*, for example,   study science why-not?  *Why do you not want to study science?*   * using persuasive language and NMFs to present a point of view in face-to-face or online interactions, 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.*  pro1 think sport good because people play outside improve mental health (wellbeing)  *I think sport is great because it encourages people to go out and improve their wellbeing.*   * discussing an event involving 2 or more people using DSs and tracking referents with CAs, for example, recounting a lunchtime incident * adjusting their language to socialise with different audiences using appropriate code-switching techniques, for example, interacting in class or in the playground, or at an excursion with students from different year levels * using culturally appropriate protocols when working with an interpreter such as not interrupting or blocking the line of sight * using appropriate protocols within and beyond the classroom such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, backchannelling and limiting the use of voice when interacting with unfamiliar Auslan users | |
| use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9L2AU10EC02 | * participating in visits or virtual interactions with members of a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience * working with peers to solve problems and to peer coach, for example, how to use video editing, online dictionaries, virtual platforms and/or captioning programs * working collaboratively to plan a fundraising/school event or a promotional display for Auslan during NWDP and evaluating the experience to improve subsequent planning and organisation * contributing an item of information for a collaborative digital book to describe views on different aspects of Deaf culture, such as protocols associated with signing * planning and presenting a procedural task with multiple steps incorporating DSs, such as following a recipe or giving instructions on how to care for an animal, for example,   today pro1 explain rules  *Today I will explain the rules.*  must careful feed  *You must be careful when feeding.*   * participating in improvisation games that require spontaneous and imaginative responses to a stimulus * creating a performance such as a skit or humorous story for a class talent show * negotiating roles and responsibilities in a shared task such as a National Week of Deaf People (NWDP) presentation, for example,   pro2 introduction pro1 Acknowledgement country  *You do the introduction. I will do the Acknowledgement of Country.*   * discussing and documenting success of an activity and aspects to change or improve on for future planning | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9L2AU10EC03 | * collecting information from a variety of signed sources to inform class discussions on current affairs such the prevalent use of social media by young people, and discuss ways in which deaf students can access and utilise social media * researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue such as a recycling, the environment, or other social or political cause * following 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 Australians’ stories in Auslan or English, and creating a profile of them in Auslan * watching and summarising information provided by a guest speaker and comparing their own ideas and opinions with those of their peers * developing questions to interview an Auslan user about their experiences or opinions on specified topics, selecting key elements from the interview to produce a digital profile to share with the class * gathering information from signed texts from the Deaf community and Deaf-related organisations, such as emergency announcements or information, or advocacy texts, and rephrasing key points in a form suitable for a different audience or purpose * viewing texts such as interviews, news reports or vlogs and selecting points of information or details to use in their own texts or opinion pieces * evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects * responding to signed poems and VV descriptions of a character’s appearance, for example, shadowing a sample of the VV work of well-known Deaf poets and artists * obtaining information about high-profile members of the international Deaf community to create profiles for a digital magazine or website, for example, the president of the World Federation of the Deaf (WFD) * viewing and responding to creative texts such as television programs, movies, songs and short stories | |
| apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9L2AU10EC04 | * experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion, for example, ‘It’s raining cats and dogs’ * recognising the need to recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or DSs to describe an event, which will take longer to explicate in a linear spoken language * considering approaches to translation, for example, in relation to free versus literal translations by Deaf or hearing interpreters * comparing their own translations of short texts from Auslan to English, and vice versa, with those of their classmates, noting choices drawn from online sign dictionaries and discussing variations and possible reasons for these * translating poems, short stories or songs from English into Auslan * exploring the role and function of Deaf interpreters and differences between Deaf interpreters and hearing Auslan-English interpreters * developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example, considering potential consequences of inaccurate interpreting * interpreting simple interactions or role-plays between deaf students and non-signers such as a hearing teacher, librarian or canteen manager * participating in an excursion to an interpreted theatre event or other interpreted event, discussing interpretation later in class * transcribing part of a text using either annotation software or glossing, and recording what signs, spatial locations and NMFs are used * filming various Auslan multi-channel signs and expressions used by Auslan signers and attaching English captions with appropriate translations, for example, pah! (*finally*) and ba-ba (*odd/bizarre/unusual*) * shadowing and comparing different translations of online Auslan and English public announcements and government policy/information texts * identifying strategies used by deaf people to negotiate physical environments, for example, while walking on a footpath together and signing, one person will always be monitoring the path ahead and be alert of any obstacles, and identifying other ways deaf people draw on additional perceptual resources * creating and presenting to their peers a signed interpretation of a wordless animation | |

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| **Sub-strand: Creating text in Auslan** | |
| create signed, visual and multimodal, informative and imaginative texts, selecting features of signing, depicting signs (DSs), non-manual features (NMFs) and signing space, for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9L2AU10EC05 | * presenting a biographical report on a prominent deaf person, using visual prompts to describe their life and achievements, and incorporating some commentary and personal opinion * providing instructions in an engaging or entertaining style to create interest in a group activity such as an information-gap game or a sign linguistics game * creating digital clips, social media posts or presentations in Auslan that are designed to persuade, inform or invite response on an issue of relevance such as recycling and ‘zero waste’ * reflecting in Auslan on the impact of a visit to a significant cultural First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site * creating a promotional signed text about the aims and goals of an upcoming event such as the school fete, an environmental walk, or a fundraiser for a local charity * composing and presenting a handshape or signed poem on a theme such as friendship or a favourite hobby or place * creating a short film in Auslan that incorporates a storyline or cultural twist appropriate for a deaf audience * create the next scene, a new character or an alternative ending for a signed fable, short story or cartoon * creating the script for a role-play about future travel plans, or a best/worst holiday experience, and performing with partner, incorporating elements of tension, humour or emotion * using VV to tell a simple story, incorporating close and distant focus |

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| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features of Auslan sign production including handshape, orientation, location and movement (HOLM), and non-manual features (NMFs), and show how these are represented in familiar and some unfamiliar contexts  AC9L2AU10EU01 | * showing the importance of fluid patterns of fingerspelling, rather than speed * using the various types and functions of NMFs, such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, to convey effective meaning in real or simulated scenarios, for example, in a class presentation or class debate on a favourite topic * modifying pace for emphasis when presenting personal views on a topic of interest * modifying dominant and non-dominant hands for effect or use one hand only to convey the same meaning as the original 2-hand sign * using NMFs to modify verbs when enacting different types of movements, for example, tip-toe versus stomp * applying knowledge of iconicity, for example, how the path movement of a verb can show the timing of an action, for example,   pro1 wait ds:fast-repeat pro2, 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*   * recognising multi-channel signs and showing that some signs can occur with a standard mouth gesture | |
| select and use structures and features of the Auslan grammatical system to enhance meaning and create signed, visual and multimodal texts  AC9L2AU10EU02 | * showing where and how a signer uses space to establish a location, for example, through the use of points, non-body-anchored signs or fingerspelled words * recognising and practising using locations for present referents, non-present referents, or abstract referents that do not exist in space * recognising that fully-lexical signs may be found in the dictionary and have a standard HOLM, and partly-lexical signs are not listed in a dictionary in all forms * intensifying adjectives through the use of NMFs such as hot, signing with great emphasis, and depicting a wide-eyed expression for extremely hot, or signing tough with great exertion to show very tough * distinguishing between the citation form of a sign and the overlaid adverbial NMF, for example, man sprint (base form), man sprint nmf:intensity (manner added) * showing that in CAs, a signer can shift into the role of another, or themselves at a different time, through eye-gaze change, body shift, head orientation change, and matching facial expressions * viewing a signed text and documenting time codes for entity, handling and SASS DSs * changing the movement to express how a verb happens over time, for example, signing watch versus watch ds:slow-repeat *watch again and again* * using structures to show a sequence of time, for example, work all day, future generation * applying knowledge of conjunctions such as plus, if or but to join clauses and create cohesion * adding adjectives, adverbs, CAs, DSs and lexical signs, and moving between ‘showing’ and ‘telling’ information to elaborate and extend clauses | |
| reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features  AC9L2AU10EU03 | * using metalanguage to communicate about features of Auslan such as talking about the use of fingerspelling, CAs, DSs and NMFs * comparing SASS DSs with English adjectives, such as a small, sleek new car, or a large, battered, old ute * comparing instances of representation of direct and indirect speech in English texts and corresponding this with the use of CAs in Auslan * identifying and reflecting on created and emerging vocabulary, signs and expressions in texts, for example, computer, mouse (computer), internet, wi-fi, selfie, chat * using metalanguage to identify how to construct cohesive and coherent texts through the use of referents and discourse markers, and connectives such as lexical signs then or g:well or NMFs and pausing * interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they notice, such as more use of fingerspelled words, less use of DSs and NMFs, or the use of different signs such as film (old sign), toilet (old sign) * discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space * comparing the creation of meaning in Auslan from fully-lexical signs, partly-lexical signs, non-lexical signing and gesture, with the creation of meaning in English words, intonation, and gesture * identifying cultural differences between the use of personal names in Auslan and in their own language, for example, Auslan signers not using a person’s name sign when addressing them directly, in contrast to the practice in many spoken languages * identifying that iconic abstract signs such as SASS DSs can represent a whole object or part of an object, and describing metaphorical iconicity such as love, avoid/resist, and discussing how it relates to metaphors in English * analysing linguistic structures and features associated with more dynamic texts such as live or filmed dialogues between 2 signers, observing and recording examples of backchannels and hesitations used in conversational exchanges * reflecting on similarities and differences in ways of communicating in signed language and spoken language, for example, when joining interactions, taking turns and using name signs | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9L2AU10EU04 | * considering culturally appropriate and ethical language when interacting with Deaf people, discussing vocabulary, phrases and expressions to be avoided * discussing the diversity of the Australian population, including Auslan users who are deaf, hard of hearing, deafblind and children of deaf adults (CODAs) * identifying examples of deaf people who have been recognised in Australian society, and discussing how such recognition contributes to broader awareness and value of Auslan, such as Alastair McEwin and Drisana Levitzke-Gray * 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 * reflecting on the impact of key events such as the Milan Congress in 1880 and the Signed English movement in the 1970s and 1980s on the education of deaf children, and developing a promotional video suggesting ways to further progress understanding * viewing signed news and other media texts, or presentations by Deaf people, reflecting on the ways attitudes and values in the wider community have changed towards Auslan in recent years, and the reasons for this evolution in perception and the increased positive profile * keeping a journal of memorable experiences associated with learning and using Auslan, noting insights gained into themselves as language users, for example, how they choose to use either Auslan or English in different contexts * promoting participation in community issues and programs, such as creating more green places and safe playgrounds, volunteering in aged care facilities or childcare centres, by contributing to a school secure blog * exploring the role of globalisation in terms of what technology offers signed languages in terms of maintaining their vitality and changing attitudes and values about signed languages, including the capacity for further advancements in technologies to store, record and share signed languages * understanding that knowledge about past and present Deaf people and cultural values are embodied in and transmitted through Auslan, for example, ways of producing the sign for sign embodies cultural meaning * reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example, by the introduction of new words | |