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AUSLAN L2 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 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, rhymes 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  AC9L2AUF01 | * greeting others using appropriate forms of address, for example, hello, good morning, good afternoon, and use of sign names where 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-at pro1  *Look at me.*   * participating in games, and songs, if appropriate, that involve the use of repeated phrases, expressions, actions and NMFs, for example, 'I spy', 'Fruit salad' or the 'ABC Auslan song' * responding to Auslan texts such as stories and poems, 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 through role-play, for example, playing shops using classroom objects such as toys and books, and practising simple phrases, for example, pro1 want, pro1 want-not, yes, no, pro1 like, pro1 like-not * showing emotions using 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, noticing similarities and differences between Auslan and English  AC9L2AUF02 | * noticing that every language uses words or signs to make meaning * noticing that their name can be written and fingerspelled * comparing Auslan and English phrases and noticing similarities and differences * comparing how to gain attention in a classroom situation, in Auslan and English, for example, by waving or tapping * noticing that NMFs are important when communicating in both Auslan and English | |
| explore connections between language and culture  AC9L2AUF03 | * recognising that there are 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 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 world map * noticing that students in the class may speak more than one language | |

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. In informal settings, they use local and digital resources to explore 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 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, rhymes, picture and story books, animated captioned cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Auslan language and culture and their own. |
| **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, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. 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:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions  AC9L2AU2C01 | * participating in simple dialogues using greetings, farewells and sign names where appropriate, following modelled signs such as how-are-you? see-you-again * referring to classmates, teachers or visitors by pointing, fingerspelling a name, or using a sign name where appropriate, noting the cultural etiquette of sign names * asking and answering simple questions that require an affirmative or negative response, such as   want play hide-and-seek?  *Do you want to play 'Hide and seek'?*  want  *Yes, I want to.*  pro2 alright?  *Are you alright?*  yes  *Yes*  bird pro2 have?  *Do you have a bird?*  bird pro1 have  *I have a bird.*   * recognising and responding to classroom instructions * asking and answering simple questions that require a closed or simple response, such as   sister brother how-many?  *How many sisters and brothers do you have?*  brother(two) sister(one)  *Two* *brothers and one sister.*  scissors where?  *Where are the scissors?*  black blue pencil want which?  *Which pencil do you want? Black or blue?*  how-old pro2?  *How old are you?*  pro1 age-years(seven)  *I am 7 years old*.   * making statements to express feelings and simple opinions using lexical signs and affective NMFs, for example,   pro1 happy  *I’m happy.*  pro3 grumpy  *She’s grumpy.*  pro1 like school  *I like school.*  pro1 flower like-not  *I don’t like flowers.*  pro1 love apples  *I love apples.*   * describing the appearance of people or objects using simple statements and supporting pictures or props, for example,   pro3 have ds:curly-hair  *He has curly hair.*  that box big  *That box is big.*   * sharing information about what they like to do after school or on the weekend * playing action games such as 'Simon says', using plain verbs, for example, pro1 run, pro1 read * 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?*   * teaching family members Auslan such as please, thank-you, sorry, welcome, good-luck, congratulations/well-done, happy birthday and deaf applause | |

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| participate in a range of guided, play-based language activities, using formulaic expressions and visual cues  AC9L2AU2C02 | * participating in games that involve the use of repeated phrases, expressions, actions and NMFs, for example, 'I went to market, and I bought …', 'I have, you have?' * following instructions that include simple DSs, to locate and move classroom objects or complete an action-based activity, such as an obstacle course, for example,   desk ds:place-in put  *Put it in the desk.*  tree ds:walk around  *Walk around the tree.*   * following classroom instructions that include simple DSs for completing activities, such as   ds:line-up please  *Line up, please.*  look-at pro1  *Look at me.*  please with two  *Please find a partner.*   * taking turns in games such as 'Go fish' or memory games, using appropriate signs and NMFs, for example,   poss2 turn  *It’s your turn.*  pro2 pick-up  *You pick up.*  three have pro2?  *Do you have a 3*?   * swapping or ‘buying’ objects, using question signs and affirmative and negative answers, for example,   how-many want?  *How many do you want?*  that how-much?  *How much is that?*   * interacting with a signing puppet or doll in an imaginary setting, for example, by signing simple questions such as   poss2 name, what?  *What is your name?*  pro2 like fs:do what?  *What do you like to do?*   * watching group performances of rehearsed role plays and joining in expressions of support such as the use of deaf applause |
| **Sub-strand: Mediating meaning in and between languages** | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9L2AU2C03 | * participating in information-gap activities such as identifying signed information from class messages or short introductions, for example, by identifying names, school locations, numbers or times * gathering information from each other, about topics such as family members, favourite foods and pets, to report back to the class using familiar structures and modelled language, for example,   cat have how-many kitten? six  *How many kittens does the cat have? Six.*   * identifying and applying specific information in live or recorded Auslan texts to complete guided tasks such as colouring-in and craft activities, or interacting with materials and objects related to properties such as colour, number, size or shape, for example,   tree colour green  *Colour the tree green.*  blue point  *Point to blue.*  yellow block blue block ds:on  *Put the blue block on the yellow block.*   * recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also reflected in Auslan, and the language(s) they speak at home * viewing recorded or live children’s stories in Auslan, demonstrating understanding through drawing, gesture, modelled signs or voice * responding to teacher prompts, in Auslan or English, to capture impressions when viewing images, video clips or stories in Auslan, for example,   pro2 see finish video. notice what?  *You saw the video. What did you notice?*  same what? different what?  *What’s the same? What’s different?*   * shadowing NMFs in short Auslan poems or Deaf stories, for example, facial expressions or repeated signs * responding to short expressive texts such as cartoons, using drawings, familiar signs or re-enactments with puppets or props to show the movement of people, animals and/or objects * responding imaginatively to stimuli, using gestures, handshapes, facial expressions and simple signs, for example, acting out different ways a character in a story may respond |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9L2AU2C04 | * creating a word wall or poster, comparing the iconicity of some simple signs in terms of their similarity to the object/referent, for example, drink, food, kangaroo * explaining why they like a chosen sign or expression, for example, dog, cat, bird * making own bilingual Auslan-English picture dictionaries with labels, images or recordings of signs, for example, posters or cards with pictures to learn the signs for familiar objects, classroom items or daily activities * noticing that in signed languages meaning can be expressed in different ways, for example, with signs or fingerspelling * 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 * considering the meaning behind sign names if appropriate, indicating whether it is related to appearance, personality, a characteristic, story, habit or family |
| **Sub-strand: Creating text in Auslan** | |
| with support, create signed, visual and multimodal texts, using modelled fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space  AC9L2AU2C05 | * contributing to a presentation such as a class video, by signing a simple description of their family, pets or class members * recording and presenting a video about aspects of their daily routines, using modelled signs and visual prompts * 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 * using modelled iconic and DSs to create variations to actions involved in familiar stories such as ‘The Very Hungry Caterpillar’, for example, adding alternative food items * creating sequences of signs, using a fixed handshape such as the index finger ‘point’, for example,   you think i shy?  *Do you think I’m shy?*   * using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar texts * enacting the movements and characteristics of a particular animal, through the use of constructed action (CA) * creating and using handshape images to represent signs and label with words, for example, flat hand = fish, five = tree, claw = spider, ok = bee |

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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 that Auslan is a visual-gestural language, and imitate the parameters of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs)  AC9L2AU2U01 | * noticing the location of a sign on the body or in space * understanding that syllables in English are like handshapes, movements and locations in Auslan, in the sense that they are combined together to make signs * working with information to create a class video, identifying and categorising a select range of signs according to handshape, for example, cockatoo handshape:five and soccer handshape:fist * noticing the variation in ‘handedness’ between signers in relation to signs and fingerspelling, and developing use of ‘writing hand’ as dominant hand when signing * noticing that meaning can be expressed through fingerspelling, for example, fingerspelling individual words, using clear letter formation * recognising movements of the hands in modelled signs, for example, girl or boy * 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 * practising signing which is clear, for example, not ‘mumbling’ by using a small space and not ‘yelling’ by using an overly large space * practising signing at a constant speed | |
| recognise that signs and features of language are used to construct meaning in Auslan  AC9L2AU2U02 | * recognising that there is range of signing space in signed interactions * identifying and indicating how people or things in the classroom can be represented by DSs, for example, point can mean a person, a ruler can be long or short * noticing that there can be one or more referents in an Auslan text * showing understanding that proper nouns can have a sign name, a lexical sign or can be fingerspelled * identifying verb signs sit, eat, feel, have and recognising that they are central to a clause * noticing there is no equivalent for the verb ‘to be’ in Auslan, for example,   pro1 cold  *I am cold.*   * 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) * 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.*   * recognising simple time markers without numeral incorporation, for example, today, tomorrow, next-week | |
| notice that Auslan has features that may be similar to or different from English  AC9L2AU2U03 | * recognising that every language uses words or signs to make meaning, for example, creating a poster showing similarities and differences between Auslan and English for welcoming, greeting and introducing * identifying aspects of Auslan and English which are similar or different, for example, NMFs or fingerspelling and recording these in a T-chart * recognising that Auslan is a different sign language from that in other countries, and this is similar to having different spoken languages in other countries * comparing Auslan and English pronouns * recognising that texts are created to achieve different purposes, for example, a signed story or a signed instruction noticing that Auslan has more flexibility of word order than English | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| notice that people use language in ways that reflect cultural identity  AC9L2AU2U04 | * 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 * exploring how deaf people use technology in ways that may be different from hearing people, for example, through the use of flashing door lights, vibrating alarm clocks and captions * comparing aspects of their own lives with those of deaf children in their school or represented in digital images, video clips and stories, such as ways of playing games, telling stories or interacting at school, for example, comparing how the swimming-pool game ‘Marco Polo’ uses splashing instead of voice to attract attention when deaf children play together * 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 * recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities * preparing a class poster, chart or calendar identifying languages used and cultural events celebrated by class and family members such as Auslan Day, National Week of Deaf People and national and international cultural celebrations relevant to the class * noticing that deaf people value Auslan just as hearing people value their languages | |

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. 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 use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They use their literacy capabilities in English to recognise some similarities and differences between Auslan and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Auslan texts such as picture books, stories, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use modelled 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 culture and 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 modelled questions about self, others and the classroom environment, using formulaic expressions  AC9L2AU4C01 | * exchanging greetings, thanks and apologies, adjusting language to suit the situation, for example,   pleased meet pro2, good-luck, thanks, sorry, happy birthday, congratulations, deaf, hearing? poss1 name …, where from?   * responding to questions, directions and requests, using NMFs, for example, the raising and lowering of eyebrows to indicate a question is being asked * asking each other about their daily life, for example,   pro2 arrive school how? car?  *How do you get to school? By car?*  pro2 regular go-to bed what time?  *What time do you go to bed?*  weekend, what fs:do?  *What did you do on the weekend?*   * sharing real or imagined personal experiences using specific time-related signs, for example,   long-ago pro1 fly new zealand  *A long time ago I went on a plane to New Zealand.*  last week pro1 go beach  *Last week I went to the beach.*  yesterday book pro3 give fs:sam  *Yesterday she gave the book to Sam.*   * expressing preferences in relation to people, places or things, for example,   pro1 like that, that, but that best book  *I like that one, and that one, but that one is the best book.*   * exchanging information about significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example,   poss1 cousin pro2 know ds:long-hair glasses?  *You know my cousin with long hair and glasses?*  poss1 brother older. pro1 tall. really funny  *My brother is older, and tall, and really funny.*   * describing activities, interests or favourite pastimes, using modifications to show manner, for example,   pro1 work little, later work-hard (intensity)  *I worked on it a little bit, then later I worked really hard on it.*   * attracting attention or asking for help, repetition or clarification, for example,   please again sign  *Please sign that again.*  please explain again  *Please explain that again.*  what mean?  *What do you mean?*  pro2 mean …?  *Do you mean …?*   * using appropriate protocols in the Auslan classroom, for example, stopping activities and paying attention when lights are flashed, or hands are waved * positioning seating to keep visual communication clear, sitting across from/opposite signers when communicating, keeping appropriate space between signers and using voice-off when possible | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9L2AU4C02 | * working together in collaborative tasks such as craft activities, using interactional phrases, for example,   please pro2 bring scissors paper?  *Can you please bring scissors and paper?*   * following and giving directions for activities such as a treasure hunt, using prepositions and entity DSs, for example,   ds:turn-left dead-end ds:turn-right  *Go left, then at the end turn right.*  ds:open-door pt+f ds:walk-through  *Open the door and walk through.*   * responding to and giving classroom instructions, for example,   please with two ds:sit-opposite  *Please find a partner and sit opposite each other.*  ds:line-up please  *Line up, please.*  ds:look-at pro1  *Look at me.*   * playing games such as board games, negotiating turn-taking, for example,   lbuoy(1):pro1 first lbuoy(2):next lbuoy(3):next  *It’s my turn first, then your turn and then yours.*   * negotiating roles and responsibilities in shared learning activities, using expressions such as   pro3 type pro1 write pro2 what?  *He will type, I’ll write, and what are you doing?*   * participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game 'Space jump' or 'Charades' * playing games that involve identifying and classifying specific points of information, for example, 'Celebrity heads' * maintaining eye contact when communicating and using backchannels, for example, head nodding to indicate understanding, or raised eyebrows or head shaking to indicate lack of understanding * using expressions of support, encouragement or praise during shared activities, for example, good, excellent, congratulations | |

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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  AC9L2AU4C03 | * retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task * surveying peers in relation to their interests and preferences, and summarising findings in formats such as profiles, charts or graphs, for example,   football, pro2 like, yes-no?  *Do you like football? Yes or no?*  pink, pro2 like, yes-no?  *Do you like pink? Yes or no?*   * viewing short Auslan stories or signed presentations by a teacher, peer or visitor, identifying specific points of information, and recording observations in table form regarding *who, what, when, where* * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Auslan * following the steps of a signed demonstration or procedure, such as a simple game or recipe, checking with each other about processes and ingredients * drawing a personal interpretation of a VV description of a character’s appearance * engaging with different kinds of Deaf expression, such as handshape poems or art, indicating their response using lexical signs * comparing 2 signed versions of a popular story and indicating their preference for one version over the other | |
| develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning  AC9L2AU4C04 | * developing understanding of how deaf people modify space to maximise visual attention and adapt Auslan use and size of signing space when communicating in different physical environments such as in video chats or across a large yard * identifying and comparing signs and words in Auslan and English versions of favourite stories, or songs, if appropriate, noticing how signs can represent concepts which might not have a direct match in English, and vice versa * playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example, matching cards associated with weather or animals * creating captions in English for short recorded signed phrases * creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in each language, for different audiences * recognising variation in adaptation of signing between different users of Auslan, for example, some people who are deafblind use hand-over-hand signing and tactile fingerspelling * creating bilingual cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game * learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign * participating in shared reading of purpose-developed Auslan-English texts and answering questions about unfamiliar signs, noticing word/sign matches and mismatches in the text | |
| **Sub-strand: Creating text in Auslan** | | |
| create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, formulaic expressions and modelled textual conventions  AC9L2AU4C05 | * presenting routine class information such as weather reports or daily schedules, using visual prompts and signed descriptions * creating signed, multimodal presentations with selected points of information about their home or local community, such as language, family traditions or cultural events, using modelled signs and phrases * demonstrating a simple procedure such as brushing teeth or making a sandwich, using DSs, gestures, objects and list buoys * creating simple descriptions in Auslan and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * working with classmates to create a simple story using handshapes * assuming the role of a character from a story and creating and performing a dialogue of an imagined interview with questions such as   poss2 trunk ds:long-nose why?  *Why is your trunk so long, baby elephant?*   * creating a humorous skit using CAs * using a VV description to create an imaginary scene such as a person driving * participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story | |
| **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 modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases  AC9L2AU4U01 | * noticing 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) * recognising that handshapes must be performed in a particular position and that this is called orientation, for example, on or true * identifying and demonstrating signs with a change in handshape, such as know or think * understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative * using chosen hands consistently, as dominant and subordinate hands * practising signing at a constant speed with pauses to indicate the end of a phrase * using fingerspelling as a bridge to English such as familiar lexicalised fingerspelled signs, for example, fs:mon *Monday* * recognising that changing the movement changes the meaning, for example, teacher * comparing iconic signs to the visual images and/or movements of referents, such as drink, monkey | |
| recognise Auslan language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9L2AU4U02 | * recognising that non-body-anchored nouns can be located in space and identifying instances of this, for example, house, fish * identifying how people or objects around the school or environment can be represented by DSs, for example, talking about someone who is not there, describing a part of the playground * discussing the functions of different pointing signs, such as pronouns, determiners and locatives * 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, for example, week-ago(three) * noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text * knowing that adverbs modify the meaning of verbs, such as read carefully * 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   * using 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 want lunch now please.*  pro1(pl) run far  *We have run far.*  come-here please  *Come here please.*  pro2 quick finish  *You finished quickly.*   * recognising that the element of a clause on which a signer wants to focus may be signed first using particular NMFs | |
| recognise familiar Auslan structures and features and compare with those of English, in known contexts  AC9L2AU4U03 | * collecting and noting a list of gestures, commonly used by hearing people when speaking English, that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch * recognising that variation occurs in spoken languages, noticing some different words for the same thing in English and identifying similarities in Auslan, for example, cossie/cozzie, togs or bathers * 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 * observing that there is variation in signs and signers across Australia due to differences in location, age or schooling, such as northern/southern dialects in Auslan, and comparing with accents in English * 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 there are lexicalised signs for common English words and abbreviations such as the days of the week, names of the months, and names of states, for example, fs:vic, nsw, sa | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| identify connections between Auslan, cultural practices and identity  AC9L2AU4U04 | * reflecting on similarities and differences between ways of communicating in Auslan, in English and/or other known languages to class members in different social situations, for example, in greetings and introductions and in body language, facial expression and eye contact * identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face-to-face or online * reflecting on similarities and differences in communication that reflect culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes * 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 languages and Torres Strait Islander languages use gestures and signing as tools for communication * exploring relationships between place, space and people, considering why some places and spaces make deaf people feel more comfortable and promote a sense of cultural belonging and pride * understanding cultural values associated with the conferment of sign names to people, such as second-language learners of Auslan who are joining the Deaf community * understanding why Auslan is valued by deaf or hard of hearing people and the importance of hearing people learning Auslan, for example, making an informative poster of how to make social settings more inclusive * comparing social etiquette in different communities and cultures, for example, the importance of eye contact in the Deaf community | |

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 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 use their English literacy knowledge to identify Auslan structures and features. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. 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 variety 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 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 modelled exchanges in familiar contexts related to students’ personal worlds and school environment  AC9L2AU6C01 | * discussing aspects of their school experience, using familiar lexicalised fingerspelled signs, for example,   fs:mon mr smith givept+c book that new  *On Monday Mr Smith gave me a new book.*   * discussing opinions in pairs or in groups, using NMFs and eye gaze to gain and hold attention or to finish a turn, for example,   theatre good, longds:fast-repeat nmf:eyes-widening  *I liked the theatre performance, but it was sooo long.*  school swimming race, good bad, pro2 think what?  *What did you think about the swimming carnival?*   * discussing experiences and their associated feelings, for example,   deaf person will visit school pro1 excited meet  *I am excited to meet the deaf visitor.*  poss1 friend different school pro1 sad  *I am sad because my friend moved to a different school.*   * comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example,   regular summer pro1(pl) group move beach stay week(three)  *We go to the beach for 3 weeks in summer.*  weekend pro1 go-to ds:fast-repeat camp  *I go camping on weekends.*   * expressing preferences in relation to places or things using abstract space, for example,   pt+lf past school okay pt+rt new school better  *My previous school was okay, my new school is better.*   * describing relationships between members of their families or between classmates, for example,   pro3 poss1 cousin pro1(pl)good friend  *She’s my cousin; we’re good friends.*   * using discourse markers in conversation to indicate understanding, attention or consideration, for example,   surprise  *oooh* (with appropriate intonation)  incredible  *No way!*  wow  *Wow!*  um  *um*   * interviewing deaf peers or other Auslan users, showing agreement or disagreement or asking for clarification, for example,   pro1 agree  *I agree.*  pro1 agree-not  *I don’t agree …*  that right (correct)?  *Is that right?*  right (correct) pro1?  *… am I right?*   * gaining the attention of an individual or a group, for example, by flashing classroom lights, waving tapping or pointing to alert third parties * following protocols for interrupting conversations, for example, when to walk between signers, waiting for eye contact and pauses in signing and using language such as excuse or sorry interrupt * monitoring their own and each other’s learning, for example, by making comments such as   surprise know-not pro1  *I didn’t know that …*  thank-you pro2 explain clear  *Thank you – that was really clear.* | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9L2AU6C02 | * working collaboratively to plan a performance or presentation, for example, on aspects of Deaf culture or Auslan or a presentation about cyber safety * allocating responsibilities and organising the completion of shared tasks, such as the creation of an online game or board game or a class project   pro2 think best this first, finish, next …  *Do you think we should do this first and when that’s done, next …*  that first important that second  *That’s more important than this*.   * expressing preferences in relation to roles and responsibilities in shared learning activities, using statements such as   pro1 handwriting pro1 like-not rather typing  *I don’t like handwriting; I prefer to type it.*  pro1 want-not draw, pro1 want take many photo  *I don’t want to do the drawing; I’d rather take photos.*   * organising real or imagined activities or an event such as a class party, talent show or a trip overseas, using expressions related to place, time and numbers, for example,   that show when what day?  *What date is the show?*  people there, how many?  *How many people will be there?*   * playing games that involve detailed information exchange, such as 'Guess who?', asking for and supplying descriptions, for example,   pt+f have glasses?  *Does yours have glasses?*  have-not  *No.*   * carrying out simulated transactions in different contexts, for example, playing a ‘restaurant’ game or a food shopping game | |
| **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  AC9L2AU6C03 | * identifying key information in procedural or descriptive Auslan texts and responding to signed comprehension questions, for example, watching a signed video about the water cycle and then participating in a game show style quiz to answer questions * collecting information from peers about interests, preferences and routines, and presenting findings to the class using visual supports/graphic organisers, for example, presenting about how students get to school each day * paraphrasing the content of selected Auslan texts such as community announcements and relaying the information to others * reading or viewing First Nations Australian authors’ stories in Auslan or English and comparing words, formulaic expressions and sentences * finding information about events such as a meeting to discuss creating more community green spaces or details of an upcoming Deaf community event and creating a signed advertisement or promotional video with English captions * viewing a narrative signed text and responding by drawing a storyboard that identifies and sequences key events * viewing Auslan stories and providing a signed summary of the plot, main characters and key message of the story * comparing different kinds of Deaf expression, such as handshape poems or art, indicating with which they connect more and why * engaging with different examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime | |
| apply strategies to interpret and convey meaning in familiar signed and visual cultural contexts  AC9L2AU6C04 | * reading and transcribing short, glossed texts, including indicating understanding that there are markings to show NMFs and spatial locations * translating segments from popular children’s texts such as fairytales or short stories into Auslan, considering why some elements cannot be translated literally * demonstrating the use of a bilingual online dictionary such as Signbank by looking up various meanings of a word, for example, ‘run’ and comparing variation in signs for the concept in different contexts, for example,   bath ds:handling taps run  *To run the bath*  pen run-out  *To run out of pens*  run want school-captain  *To run for school captain*   * using resources such as Signbank to identify words which might not have a direct sign equivalent, for example, jewellery, pets and other collective nouns * finding and using phrases that have direct translations between Auslan and English, for example, Goodnight or Happy birthday * creating bilingual texts for younger children such as a digital Auslan-English dictionary of school-specific vocabulary or online vocabulary games * shadowing a story in Auslan, noticing phrases and concepts which do not translate directly | |
| **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 structures to sequence information and ideas, and using fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type  AC9L2AU6C05 | * presenting information in Auslan to the wider school community, for example, a short skit to promote healthy habits, Harmony Day in the school, promoting community events such as a Deaf Festival or an upcoming swimming carnival using visual support * assembling a signed information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school * explaining a favourite game, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations * 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 * planning, rehearsing and delivering short presentations about a topic of their choice, taking into account context, purpose and audience, for example, promoting recycling or a dream holiday * creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon * creating and performing an adaptation of a story with 2 or more characters, using elements of CAs such as eye-gaze change, body shift and head orientation change | |

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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  AC9L2AU6U01 | * identifying body-anchored signs, such as head or hand, and signs that are not body-anchored, such as have or stop, and understanding that non-body-anchored signs can be located in space around the signer * identifying where a signer has established a location in space, for example, through pointing, non-body-anchored signs, verb movement changes, or use of referents * noticing that in a suite of connected signing, a sign will often be produced differently to the way it is shown in a dictionary * recognising the different handshapes used by each hand in 2-handed signs * recognising the use of dominant and non-dominant hands in other Auslan users * identifying some NMFs in a signed text such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body * signing at a constant speed with pauses for emphasis, for example, when recounting an event or giving instructions * using some patterning in non-lexicalised fingerspelling * applying variations in iconic signs such as banana, which can be the iconic shape or the movement of peeling | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate textual conventions  AC9L2AU6U02 | * identifying and using examples of each type of DS in an Auslan text; entity DS, handling DS and size and shape specifiers (SASS) DSs * experimenting with the use of CAs to represent words, thoughts or actions of a referent, through eye-gaze change, body shift, head orientation change, and matching facial expressions * using fully-lexical signs that are in the dictionary and have a standard handshape, movement and location to compose signed texts * understanding that some partly-lexical signs cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs * understanding that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs, for example, write-carelessly, and this is known as manner * 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 , please nmf:smiling-head-nodding, tall nmf:eyes-widening * expressing timing of verbs such as signing watch versus watch ds:slow-repeat, or using lexical signs watch again * understanding that parts of a sentence can be signed simultaneously in Auslan, making it hard to establish word order | |
| compare some Auslan structures and features with those of English, using some familiar metalanguage  AC9L2AU6U03 | * keeping a class poster to record different ways that English words are borrowed in Auslan, for example, the use of fully fingerspelled words, such as fs:noun, the fingerspelling of the first letter of corresponding English words, for example, fs:f for *father*, or abbreviations of English words, for example, state names such as fs:sa, 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 * recognising that Auslan signs have been influenced by international signed languages, in a similar way to English borrowing words from other languages * identifying and comparing features of particular types of Auslan and English texts, for example, comparing language that expresses emotion in a narrative text * analysing samples of types of text noticing choices signers have made in the production of their text, for example, the amount of CAs they use * comparing the use of gestures across signed and spoken languages and discussing similarities and differences | |
| **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  AC9L2AU6U04 | * recognising that using Auslan impacts on the cultural experiences, perspectives and identity of Deaf and hard of hearing people * preparing a presentation on the use of Auslan in the wider community, for example, in news broadcasts, live theatre and emergency announcements, the visibility of Auslan-English interpreters and Deaf interpreters * exploring how different technologies are used by deaf people to support social and community networks including direct or mediated communication through the use of interpreters * exploring, in Auslan or English, how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of the Deaf community * investigating the signed languages used by deaf and hard of hearing members of First Nations Australians’ communities * identifying the diversity of the Australian population, including Auslan users who are deaf, deafblind, those who are hard of hearing and hearing people such as a child of deaf adult (CODA) and interpreters * describing how Auslan has been passed down through generations, including that Auslan is often passed on through schools and social settings rather than from parents, and how it has been recorded, for example, video footage * recognising that the ownership of Auslan rests with the Deaf community who are the Custodians of the language and that signs evolve naturally * researching and presenting a biography, profile or pictorial report on people or places significant to the Deaf community, for example, Eugene Salas and the original South Australian Deaf Society/Mission building * identifying sign language use around the world using data from Ethnologue, for example, by identifying and labelling countries on a world map with correct naming of the sign language used, such as France = lsf | |

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 digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their worlds. 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 use their 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 some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret 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 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 comment on structures and features of Auslan text, using metalanguage. They reflect on how 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 some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9L2AU8C01 | * using signs to agree or disagree on relevant topics, such as,   agree yes homework should  *Yes, I agree we should do homework.*  pro1 know what mean, but …  *I know what you mean, but …*  pro1 doubt  *I’m not sure.*  agree-not, pro1 think …  *I don’t agree; I think …*   * using appropriate NMFs when turn-taking during class activities, for example,   hold  *Hold that thought.*  quick interrupt  *Can I just interrupt you quickly?*  wait … come  *Can you just wait a moment … Right, what did you want?*   * participating in face-to-face or online interactions with deaf children or students of Auslan to compare and contrast aspects of their school and learning experiences * contributing to discussion and debate by expressing opinions, responding to others’ perspectives, and using reflective language, for example,   never thought yeah  *Oh yeah, I hadn’t thought of that before.*   * discussing the qualities looked for in friendships and relationships and giving reasons for these preferences * responding to class and school signed announcements with more elaborate responses, for example,   yes pro1 can come to pro2 help but can-not thurs  *Yes, I can help you with that, but not on Thursday.*   * using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount * clarifying meaning, for example, by using fingerspelling to explain unfamiliar vocabulary, as in, pro2 mean [fingerspelled word]? * commenting on information provided by others to indicate or to clarify understanding, for example,   ds:nod interesting  *Mmm, interesting.*  true what about …?  *True, but what about …?*   * extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons * adjusting styles of communication according to situation, for example, getting someone’s attention for a non-urgent matter versus an emergency situation * organising standing or seated positions and ‘signing space’ when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9L2AU8C02 | * working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study * working collaboratively to create instructional or procedural texts for younger learners * brainstorming, planning and working together to advertise and present an intercultural event for their year-level peers * preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class * providing feedback on completed events or activities and exchanging reflections, for example,   first pro1 doubt fs:if will go-well, have-a-look go-great  *At the start, I wasn’t sure it would work, but after a while I thought it went well.*  pro1 wrong never again fs:do same  *I won’t do that ever again.*   * problem-solving around collaborative activities such as model-building, using wh- questions, for example,   why fail why?  *Why isn’t it working?*  who think can fix?  *Who thinks they can fix it?*  finish, next what?  *What do we do next after we finish this?*   * giving directions for outdoor activities such as an obstacle course or bushwalk, including expressions such as   have ds:round-oval first run ds:draw-line then stop. next climb ds:climb-over ds:land-on-  feet then crawl ds:crawl-under-flat-thing  *There’s a big oval. First you will run along one side of it. Then stop at the wall. Next you will climb over the wall then crawl under the net.*   * investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example, in the playground * sharing responsibility for providing information and context for a new participant joining a conversation | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9L2AU8C03 | * viewing signed texts such as media reports on activities such as Deaf sports or festivals and events in the Deaf community, and providing an overview of different perspectives presented * researching signed texts such as interviews or videos to select information needed to prepare a signed presentation on a particular event or person * interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed such as more use of fingerspelled words, less use of DSs and NMFs, or the use of different signs such as film (old sign), toilet (old sign) * reading or viewing First Nations Australian authors’ stories in English or Auslan and responding to them in Auslan * analysing online profiles and news stories about high-profile members of the Deaf community such as Colin Allen, Dr Breda Carty or Dr Robert Adam, and presenting a review of media representation * viewing and responding to signed poetry from around the world and noting differences and similarities in VV approaches * evaluating one signed story presented by 2 deaf people and noting the variation in NMFs and manner, and how feelings and attitudes are expressed by signers * evaluating Deaf performances or art forms that use technology, colour or imagery for deliberate visual effect, to express the Deaf experience such as the De’VIA movement, and preparing a response outlining the differences between Deaf art and De’VIA, and what makes De’VIA important to Deaf culture * identifying and profiling deaf artists who make use of music and other art forms * comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience * exploring the concept of metaphorical iconicity used in poems and narratives, for example, by shadowing selected elements | |
| interpret and adjust signed, spoken and written language to convey meaning in a range of familiar and some unfamiliar cultural contexts  AC9L2AU8C04 | * interpreting simple interactions between deaf students or guests and non-signers * interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication, for example, train gone sorry, or to ‘kick the bucket’ * translating simple filmed texts in Auslan into written English captions * translating short English texts such as news items or own stories into Auslan, for review by their peers, noting any variations in choices and discussing possible reasons for these * translating an Auslan version of a well-known text such as a song or story, considering why some words or expressions require a freer translation than others to achieve equivalence * creating translations of English song lyrics or poetry for presentation in Auslan * interpreting a theatre set sketch/picture from paper and signing it to a peer, describing the interior lay out of the room, using Auslan and integrating elements of space and DSs * analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting * discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges * recognising that not all words and signs are semantically equivalent, identifying translations for English idioms such as ‘hit the hay’ and ‘raining cats and dogs’ * creating own simple gloss or annotations that show notations for using space, CAs, DSs and NMFs | |
| **Sub-strand: Creating text in Auslan** | | |
| create and present signed, visual and multimodal, informative and imaginative texts, selecting fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type  AC9L2AU8C05 | * creating signed announcements to inform members of the school community about events such as a Deaf arts performance, festivals or the National Week of Deaf People * developing a signed news report or public announcement to inform an imagined audience of a new baby animal arrival at the zoo, or a topical news event at school * recounting their own and others’ experiences of school-related or personal events, such as school camps, holidays or concerts * creating an advertisement in Auslan to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity, including First Nations Australians * providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or sign linguistics game * creating digital clips or social media posts designed to persuade and encourage a change in behaviour among peers on an issue of relevance such as the importance of recycling * creating and performing a signed song, poem or skit for a school talent show * retelling of a humorous anecdote or hosting improvisation games requiring a spontaneous response such as ‘60 seconds to make the audience laugh ...’ * playing with light and shadow as a means of highlighting handshapes and movement, for example, in shadow puppet performances * role-playing an imagined dialogue, partially scripted, incorporating elements of dramatic effect, such as emotion or humour * role-playing interpreting in a range of contexts, for example, in a shop or at a sports match * making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools | |

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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 some unfamiliar contexts  AC9L2AU8U01 | * understanding that signs can be iconic such as representing a whole or part object and that there are degrees of iconicity, including fully transparent, translucent, and those that are not iconic, and are considered opaque or arbitrary * understanding that different handshape and movement rules apply in the production of double-handed signs such as book, language and how these signs move compared with 2-handed signs such as theatre, culture * demonstrating the various types of NMFs, including movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, and describing their function * applying the ability to swap hand dominance and anchor either the dominant or subordinate hand for a purpose * modifying pace for emphasis in familiar contexts such as when recounting an event * applying consistent patterning and emphasis used in both lexicalised and non-lexicalised fingerspelling * applying minimal pairs from a series of teacher-provided examples, for example, the signs for work and talk are identical in orientation, movement and location but different handshape whereas the signs for beautiful and well differ in location | |
| apply understanding of grammatical structures and features to compose and respond to texts  AC9L2AU8U02 | * using locations for present referents, non-present referents, or abstract referents that do not exist in space * creating a digital resource demonstrating that handshape and movement represent different things in each type of DS, for example, entity DS, handling DS and SASS DSs * understanding when signers are using composite utterances, that is, those that have elements of CAs, DSs, points and fully-lexical signs in the same utterance * using different functions of NMFs such as those used for questions (yes/no and wh- forms), statements, topicalisation, negation or conditional forms * understanding instances of CA in a signed text on video, and recording the time marker for when it occurs, and providing suggestions for why it has been used at that point * recognising that nouns can be pluralised by locating them repeatedly regardless of their original location * practising the use of citation form of plain verbs and indicating verbs change when depicting more than 2 people * 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, intensifying adjectives through the use of NMFs such as hot, signing with great emphasis, and depicting wide-eyed expression for extremely hot, or signing tough with great exertion to show very tough * understanding that signers may include linguistic and gestural elements in a clause, that is, signers can tell, show or do both simultaneously, using a combination of lexicalised signs and CAs, DSs, NMFs and space * recounting events using conjunctions with separate signs as discourse markers such as then, anyway, fs:so, plus, next, or by NMFs, for example, by pausing between clauses or clasping hands | |
| reflect on similarities and differences between Auslan and English language structures and features, using metalanguage  AC9L2AU8U03 | * using metalanguage to communicate about features of Auslan such as talking about the use of fingerspelling, CAs, DSs and NMFs * commenting on how creating texts for different purposes results in differing types and amounts of signing, for example, the amount of fingerspelling used in a public announcement compared with a private conversation or the degree of influence from English in the conventions of a fairytale presented in Auslan * comparing instances of representation of direct and indirect speech in English texts and corresponding use of CA in Auslan * comparing texts created by 2 different signers on the same topic and evaluating the different choices they have made in terms of enacting through CAs or DSs * commenting on the use of discourse markers and connectives such as but and g:well to create cohesive and coherent texts and compare how this is managed in English * reflecting on the effect of discourse markers such as linking words or phrases and space to show topic and information shifts in a description or information report * comparing Auslan and English dictionaries and how each language represents the elements of the language * presenting to the class some observations comparing iconicity in Auslan with the use of onomatopoeia in English * developing a chart showing variations in Auslan around Australia and differences between Auslan and other international sign languages | |
| **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  AC9L2AU8U04 | * exploring the impact of personal biography on identity and communication with peers, including family origins, traditions, beliefs, practices, interests and experiences, and creating a visual representation with signed captions * reflecting on how contemporary values about technology impacts young people and their use of language in Auslan, and in written English formats * presenting to the class or school assembly on the impact of learning Auslan on their perceptions, understanding and attitudes towards Deaf culture and people * 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 * explaining the relationship between culture, ways of thinking, and language, and comparing the cultural concept of Deaf identity with own concept of identity * explaining how the visibility of signers in the media and communication has increased awareness of the Deaf community * researching and presenting profiles of the roles, influences and/or achievements of Deaf organisations, leaders and individuals in the Deaf community, in advocating for the Deaf community * reflecting on how school events such as ‘International Day’ or ‘Harmony Day’ raise awareness of the diversity of languages and cultures represented in their school * analysing how concepts related to cultural practices and identity are valued, for example, by identifying elements of naming systems such as the use of pointing, NMFs and name signs * researching the status and recognition of signed languages in other countries, considering issues such as language rights, documentation and development efforts | |

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 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 feature articles, social media, television programs, textbooks and video clips. 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 in increasingly unfamiliar contexts related to a wide range of interests and issues. 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 use complex structures 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 familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9L2AU10C01 | * explaining or justifying positions in discussion or debate, for example, by using space and NMFs to contrast views * elaborating on opinions in relation to social, community or educational matters, for example, exchanging views on a newspaper article about deaf people * using researched information to contribute to formal group interactions, for example, panel discussions on issues such as the roles and responsibilities of interpreters * creating hypothetical situations to contextualise a discussion or debate, for example,   fs:if pro2 boss will change what?  *What would you change if you were boss?*   * using strategies to initiate and support discussion such as by providing the context of a conversation to a new participant, for example,   pro3 say …  *She was saying that …*   * demonstrating awareness of social sensitivities or conventions, for example, by using euphemistic signs or allusions for concepts such as toilet, birth * discussing current affairs or justifying a position in relation to issues of interest to their group, such as conservation, gender equity or social media * making connections between ideas, actions and effects, using reflective language, 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.*  car crash because texting  *The car crashed because he was texting.*   * using secure digital format demonstrating culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community, for example, waiting to be introduced to new people, knowing how to introduce themselves as L2 Auslan learners, for example, hello my name …, *Hello my name is* …, pro1 learn auslan. *I learn Auslan*, poss1 teacher who? (sign name or fs), *What is my teacher's name?* * contributing to discussions that consider different perspectives on selected issues, for example, differences in views on Deaf education, the environment, or the influence of social media on their lives * signing announcements, instructions, advice or information in relation to an event or emergency * demonstrating moving body position to navigate lines of sight for a communication exchange such as light pressure of hand to shoulder to push student to lean back so students in the row can see the person signing | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9L2AU10C02 | * managing shared learning experiences that involve differences in opinion or cultural perspectives such as a class debate about climate change, or homework being compulsory * navigating multistep directions and decisions in pairs or small groups in learning activities that offer alternatives or choices, such as creating a website, or the process of applying for a learners permit for driving * negotiating hypothetical scenarios involving members of the Deaf community to highlight issues associated with diversity, culture and identity, for example, experience in domains such as education or sport * planning and promoting cultural events such as a cake stall, or a school performance at a Deaf festival or advertising the activities during the National Week of Deaf People * planning action on an issue, such as captioning and funding support for Deaf organisations or organising a campaign to celebrate diversity * organising real or simulated transactions that involve financial or service exchanges, for example, planning the budget and food items for catering for an Auslan class celebration, or ordering books or digital resources for the school library * negotiating how to best promote participation in community programs such as volunteering at the local Child Daycare Centre or Aged Care facility | |
| **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  AC9L2AU10C03 | * accessing information from a variety of signed sources to inform class discussions on current issues concerning the Deaf and their local community * reviewing signed texts about a social or cultural issue of relevance to their peer group, and creating questions to prompt evaluative responses from their peers * researching signed information about significant movements associated with Deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now, and using information to present a signed comparison, review or evaluation * reading or viewing First Nations Australians’ stories in English or Auslan, and creating a profile of them in Auslan * viewing signed documentaries, interviews or speeches and commenting on how presentation of information can shape opinion and provide different perspectives * searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre and discussing effectiveness of performance in relation to entertainment, emotion or skill, for example, performances by Bernard Bragg, Evelyn Glennie or Elvin Lam * responding to forms of Deaf art that challenge perceptions and stimulate discussion, and writing a summary of viewpoints * comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry performances * responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, ‘Butterfly hands’ by Walter Kadiki * analysing information contained in different signed texts produced by or about the Deaf community, or issues that concern young people, identifying examples of bias and distinguishing between fact and opinion * responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing * reading 2 reviews of the same deaf theatre performance and comparing the different interpretations in a digital summary * researching aspects of available interpreting services in the area, for example, qualifications required for employment, ethical considerations, the impact of interpreting and translating accuracy in specialised contexts, and presenting information in a multimodal format | |
| interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts  AC9L2AU10C04 | * experimenting with literal Auslan translations of popular English idioms such as 'hit the hay', noticing when this creates confusion, and recognising the nature and function of cultural elements of communication and their impact on language use * comparing different translations of online Auslan and English public announcements or government policy/information texts in terms of approaches to translation, for example, free versus literal translation * comparing individual translations with a back-translation by a peer, and reviewing useful references such as an online Auslan dictionary * considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, Auslan uses spatial concepts or DSs to describe the scenes, which may take longer to explain in a spoken language * translating songs, poems or short stories from English into Auslan, for example, ‘I am Australian’, recognising challenges in transferring meaning, expression, culture or mood * evaluating video annotation software options as a tool to assist in the transcription and analysis of signed languages, and provide a summary of the pros and cons of the software * creating a bilingual glossary by recording various Auslan phrases and expressions used by Auslan signers, and attaching English captions with appropriate translations, for example, pah! (*finally*), ba-ba (*bizarre*) * creating collaborative translations of Auslan texts or captioning selected signed texts * exploring the role and function of Deaf interpreters and the differences between Deaf interpreters and Auslan-English interpreters * glossing a text, including identifying which signs are used, and transcribing CAs and DSs | |

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| **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  AC9L2AU10C05 | * creating a film clip, vlog, signed post or a brochure, with tips and strategies to assist in learning Auslan * creating persuasive texts such as vlogs or advertisements, for example, to convince others of the value and relevance of learning Auslan or to promote a social stance on an issue important to the students * creating a video report of a significant event in Deaf history, such as the ratification of the Convention on the Rights of Persons with Disabilities * 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 and presenting explanations about simple biological or mechanical phenomena or processes, such as how the ear, hearing aids and cochlear implants work, or how a car engine works * creating a handshape story using a base formation such as point handshape to sign a short story exclusively using only that one handshape * creating a piece of art such as a sculpture, collage or film clip that reflects their experience of learning about a significant world event * creating a bilingual Auslan-English virtual tour of the school for use on a school website * developing a signed and captioned film presentation about the role of interpreters in school or about significant members of the Deaf community such as Colin Allen, Dr Breda Carty or Dr Robert Adam * creating a signed interpretation of a wordless animation to entertain younger students, for example, short cartoon clips with no volume * creating and presenting a signed monologue of an exciting or humorous real or imagined event * 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 |

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| **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 when responding to and creating texts in familiar and unfamiliar contexts  AC9L2AU10U01 | * using 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 * understanding that the elements of a sign can be arbitrary, such as the handshape or movement of the sign why, or they can be meaningful, such as the handshape and movement of the sign give * 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-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*   * modifying dominant and non-dominant hands for effect or use one hand only to convey the same meaning as the original 2-hand sign * understanding the need to modify pace for emphasis in familiar and unfamiliar texts, such as narrating exciting events in a story * applying fingerspelling restricted to proper nouns and DSs used more frequently to convey meaning * capturing non-citation forms of signs in a text, such as know, and understanding reasons why such signs may be reduced or displaced for efficiency in conversation * identifying and describing metaphorical iconicity, for example, love, avoid/resist, and discussing how it relates to metaphors in English * using different NMFs, eye gazing and mannerism to distinguish between minimal pairs in Auslan, and comparing with minimal pairs in English, for example, in Auslan, bath and excited have a handshape difference to change the meaning of each sign compared with one letter difference in the minimal pairs ‘pin’ and ‘pun’ in English * noticing limitations on production and perception of signed languages, such as staying seated or standing in one location compared with a wider use of space and movement of whole body and feet for mime | |
| apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas  AC9L2AU10U02 | * using signs that function as interjections or discourse markers, such as what? or then, fs:so, anyway * experimenting with referents in signing space such as character space, for example, using a bc handshape (use of non-dominant hand) to indicate putting a glass on a table, using 5-claw in 2 locations to represent 2 houses * 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 * producing reciprocal forms of some indicating signs, such as look, give and invite, in conjunction with CA elements * using modal verbs and NMFs to express possibility, obligation and ability, such as might, will and should * applying the different types of verb modification, such as spatial and directional, number of referents, the action over time, manner and intensification * understanding and using conditional forms with a main and dependent clause and associated NMFs, for example,   tomorrow fs:if rain nmf:eyebrows raised football cancel  *If it rains tomorrow the football will be cancelled.*   * applying knowledge of how meaning or emphasis in phrases can be changed by reordering clauses or parts of clauses, understanding that the presence of CAs or DSs affects how a clause is structured | |
| reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features  AC9L2AU10U03 | * presenting examples of Auslan signs that have changed over time due to changing experiences, for example, the sign for apprentice modified to refer to tafe * analysing specific types of text by identifying characteristic language features, for example, storytelling will contain more CAs and DSs than a formal presentation to the class * comparing how a range of emotions can be described through NMFs in Auslan narratives and through facial expressions in written English narratives * reviewing a videoed class debate to see how language is used to justify opinions and persuade others, in Auslan and English texts * conducting an in-depth analysis of a selected signed text, taking into account audience, purpose and topic to explain language choices made by the signer, for example, a persuasive text about the benefits of buying a second-hand car as a novice driver, rather than a new car * noticing how signers can compare or contrast ideas by locating things in the same or opposing signing space in Auslan to illustrate similarities and differences, and noting how this is handled in English * analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion, and compare with devices used in English to achieve similar cohesion * observing and comparing the features of poetry in Auslan and English in a familiar text, documenting the similarities and differences in rhythm, pace, stress and overall expression between the languages * evaluating how their knowledge and understanding of metalanguage has broadened through the study of Auslan and presenting their reflections is 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  AC9L2AU10U04 | * using photographs or digital images to create stories with elements that influence identity, such as diversity, disability, ethnicity or gender * sharing personal stories of deaf people and considering the impact of additional factors in individual stories, such as the impact of exclusion and inclusion in the wider community and in the Deaf community * presenting to the class or school assembly, how attitudes and values in the wider community have changed towards Auslan in recent years, and the reasons for this evolution in perception and increased positive profile * 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 * developing a survey of deaf people’s 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 * analysing notions of Deaf Gain and Deafhood, and reflecting on how these concepts apply to students as second-language learners of Auslan, considering how a first-language user of Auslan may experience Deaf Gain and Deafhood * researching and evaluating the work of the World Federation of the Deaf (WFD) in supporting the Deaf community in developing countries, and the projects that have impacted on local attitudes and values towards sign languages, deaf people and Deaf culture * reflecting on how deaf people around the world build shared-group identity, for example, through international community gatherings such as WFD Congresses, World Association of Sign Language Interpreters (WASLI) conferences, or sporting events such as the Deaflympics, and how these contribute to language building, language preservation and greater awareness of signed languages * investigating successful enterprises and businesses initiated by Deaf people or communities and considering how they support a positive perception of Deaf people and their achievements * discussing the concept of ‘language health’ and how it applies to Auslan, for example, designing a chart of relevant factors such as social, economic or historical status, demography, and institutional support such as media, government or educational support | |