Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community	Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues
Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities	Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience
Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom	Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan
Informing	
Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented	Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts
Exchange/provide information, opinions and experiences in either formal or informal contexts	Prepare and present researched information on a range of issues, considering the context in which the information will be received
Creating	
Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences	Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences
Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners	Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences
Translating	
Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience	Translate Auslan and English texts composed for different audiences and contexts and consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another
Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English	Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts
Identity	
Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space	Identify ways in which deaf people relate to and are perceived by society as 'people of the eye', how they demonstrate connections with culturally rich places and associations, and how their sense of identity, roles and responsibilities change over time
Reflecting	
Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people	Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning
Understanding	
Systems of language	
Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses	Understand the perceptual and articulatory reasons for the structure of signs, and analyse how iconicity can be used to create metaphors in Auslan and critically evaluate video annotation software as a means of transcribing and analysing Auslan
Distinguish between character and observer space, categorise different verb types and identify constructed action in a text	Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action
Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships	Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure
Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion	Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose
Language variation and change	
Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change	Investigate and analyse the nature of and community attitudes to variation in the use of Auslan
Language awareness	
Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world	Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building
Role of language and culture	
Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other	Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts

Achievement Standard

By the end of Level 8, students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs). They participate in discussions and debates, acknowledging others' opinions and developing and supporting arguments. They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT. They use evaluative language to reflect on learning activities and to provide feedback to others. They follow protocols for interacting with sign language interpreters in various contexts.

Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms. They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history. They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others. They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions. They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest. Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them. They create bilingual texts to use in the wider school community. They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language.

Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between character and observer space, classify verb types according to how they use space, and identify constructed action in a text. They explain the form and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals. They identify all the ways a signer refers to the same referent throughout a text to create cohesion. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

By the end of Level 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues. They summarise and justify points of view and use reflective language to respond to others' opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT. They initiate, sustain, support and extend discussion, using strategies such as paraphrasing, inviting opinions and elaborating responses, for example PRO2 CONFUSE PRO1 WIND-BACK. They select appropriate vocabulary and use supporting evidence when clarifying and justifying statements. They use respectful language to negotiate, problem-solve and to manage different perspectives when engaging in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER…. BECAUSE….

Students research, analyse and evaluate information from a range of sources and perspectives, and create sustained signed texts designed to entertain, inform, persuade or inspire different audiences. They use non-manual prosodic features to create emphasis or other effects. Students analyse different types of creative and performative texts, considering how specific techniques and modalities are used to different effect, for example, using repetition of handshapes and movement paths of signs to create rhyme, or the use of visual metaphors to convey meaning. They compare responses to texts that present particular values or points of view, for example, Deaf poetry. They create their own imaginative texts such as narratives or poems, combining and switching between types of language, for example, telling with lexical signs or showing with constructed action (CA) or depicting signs (DSs) and frames of spatial reference to indicate character or observer point of view. Students translate and interpret a range of signed texts, comparing their translations and explaining factors that may have influenced their interpretation. They identify the relationship that exists between language, culture and identity and explore how individual and community identity are conveyed through cultural expression and language use. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students identify and describe metaphorical iconicity, for example, love, avoid/resist, and compare this with the use of metaphors in English. They distinguish character or observer frame of reference in a text; between main and subordinate clauses; and demonstrate how the inclusion of CA and DSs impacts on clause structure. They analyse different types of text, such as expository texts, identifying characteristic language elements and features. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking into account issues such as language policies and language rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen Auslan use, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.