Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience	Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues
Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation	Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours
Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom	Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences
Informing	
Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests	Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented
Present information on different events or experiences to inform, report, promote, instruct or invite action	Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues
Creating	
Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements	Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression
Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences	Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners
Translating	
Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience	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 language	Create glossaries and classifications in English to interpret cultural aspects of Auslan texts
Identity	
Consider their own and each other's cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people	Recognise the complex and multifaceted nature of identity and how exploration of cultural identity in relation to a different language can provide insights and different perspectives to a first culture and language
Reflecting	
Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures	Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning
Understanding	
Systems of language	
Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts	Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription
Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action	Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts
Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances	Understand and describe complex grammatical structures combining depicting signs, constructed action and various clauses for a range of language functions, such as interaction, narration or description
Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes	Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text
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 use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial	By the end of Level 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF…. Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. They use constructed action (CA) to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They

expression or body language as appropriate.

Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. They understand how handshape and movement represent different things in each type of depicting sign (DS). They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. 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. They understand that the most unifying factor of the Deaf community is the use of Auslan. 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.

describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity.

Students recognise and explain different ways that signers represent signing space, such as character or observer space. They understand and use depicting signs and CA in complex ways to create composite utterances. 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 account of issues such as languages policy and rights, advocacy, language reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, 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 every deaf person.