

7 – 10 Sequence
Levels 7 and 8
Levels 9 and 10

| Communicating | |
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| Socialising | |
| Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences | Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community |
| Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures | Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions |
| Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community | Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and deaf people |
| Informing | |
| Locate specific points of information from signed texts about familiar topics and use the information in new ways | Identify, paraphrase or compare information obtained from a variety of signed texts or from their own data collection and present the information in different forms |
| Present factual information about familiar topics using signs that have been modelled | Convey factual information and opinions in signed texts |
| Creating | |
| Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs | Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork |
| Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs | Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects |
| Translating | |
| Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning | Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning |
| Create different types of bilingual texts to support their classroom learning | Create bilingual texts such as notices, displays or newsletters for use in the wider school community |
| Identity | |
| Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people's visual ways of being and negotiating these networks | Identify and analyse ways in which deaf people behave and relate within society as a distinct social group as 'people of the eye', demonstrate responsibility for connections between the Deaf community and the wider 'hearing' society, and for culturally rich and appropriate places and spaces |
| Reflecting | |
| Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression | Reflect on the experience of learning and using Auslan in and out of school, and ways in which their understanding of intercultural communication has developed |
| Understanding | |
| Systems of language | |
| Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent | Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs |
| Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships | Understand that signs can include different information, including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action |
| Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure | Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop awareness of how signers use constructed action and depicting signs |
| Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts | 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 | |
| Recognise that there is variation in in how Auslan is used depending on context, environment and influences of other signed languages | Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times |
| Language awareness | |
| Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change | Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with that of other languages |
| Role of language and culture | |
| Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan | Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages |
| Achievement Standard | |
| <p>By the end of Level 8, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people's physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. They use entity depicting signs to discuss movement and location. They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON'T-LIKE DRAWING. They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right.</p> <p>Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. They identify specific points of information in signed texts, for example, colours, numbers, size or time. They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. They restrict signing to the standard signing space. They view short imaginative and</p> | <p>By the end of Level 10, students use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. There's an oval there and next to it is a big building. It's there. They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required. They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them.</p> <p>Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. They create bilingual texts such as notices or digital displays and resources for the classroom. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in</p> |

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| <p>expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider 'hearing' world. They consider how these different relationships contribute to their sense of identity. They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that one of the most unifying features of the Deaf community is the use of Auslan.</p> <p>Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They identify and describe the handshapes, movements and locations of signs. They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non-body anchored, such as HAVE or GO-TO. They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. They know that signing involves telling, depicting or enacting.</p> <p>Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.</p> | <p>a hearing world.</p> <p>Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun. They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They make comparisons between Auslan and signed languages in other countries. 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.</p> |
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