

7 – 10 Sequence

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences	Socialise and exchange views on selected issues using different communication strategies, language structures and techniques
Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions	Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress
Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction	Interact appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom
Informing	
Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways	Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms
Present and explain factual information about a range of topics of interest	Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action
Creating	
Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses	Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience
Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions	Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience
Translating	
Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not	Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another
Create bilingual texts and learning resources to use in the classroom	Create, develop and resource bilingual texts for use in the wider school community
Identity	
Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community	Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of other languages and cultures
Reflecting	
Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression	Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning
Understanding	
Systems of language	
Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity	Explore various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs
Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process	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 join clauses	Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances
Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion	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	
Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages	Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
Language awareness	
Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia	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 other spoken and signed languages used around the world
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 use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT.... They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs.</p> <p>Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off.</p> <p>Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. They summarise and retell key points of information in correct sequence using list buoys. They plan,</p>	<p>By the end of Level 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other's comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL-all. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation.</p> <p>Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding 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 different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF... THEN... as well as joining clauses with NMFs to build cohesion and to extend clauses. With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing</p>

<p>rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices.</p> <p>Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other's short stories. They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.</p> <p>Students know that Auslan is a legitimate language, 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, NMFs and gestures and can be expressed through whole signs or fingerspelling. They identify and describe the handshapes, movements and locations of signs. They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. They know that signing involves telling, depicting or enacting. They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. They use metalanguage to talk about Auslan, for example using terms such as depicting signs, indicating verbs, non-manual features, handshapes, pointing signs and clauses. 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 explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan.</p>	<p>accuracy across a text, for example PRO1 ASK-her and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.</p> <p>Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They 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 viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, 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.</p>
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