The Australian
Curriculum

Subjects	Auslan
Year levels	Year 10

acara **AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY**

Years 9 and 10 Content Descriptions

Communicating

Socialising

Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues
[Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing]
(ACLASFC073 - Scootle ↗)

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Elaborations

competing in inter-class or inter-school debates, using appropriate conventions and protocols to support or oppose a proposition, for example, using space and NMFs to contrast views

contributing to exchanges with peers and teachers when discussing their personal, educational and professional future wishes

participating in role-plays on social and cultural issues, for example, the role of interpreters or the impact of social media

communicating using digital technologies to chat with a student from another school, for example about the influence of 'text talk' and social media on Auslan, such as the use of signs for LOL, WHATEVER

participating in a whole-school forum on current school or community issues

communicating via video calls or social media platforms with other deaf children in different contexts to build relationships and exchange views on topics of mutual interest

using strategies to initiate and sustain discussion, for example by providing the context of a conversation to new participants:
PRO3 SAY…
She was saying that …
▶ | Auslan

Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience

[Key concepts: diversity, perspective, inclusion, advocacy; Key processes: managing, promoting, advocating, collaborating]
(ACLASFC074 - Scootle ↗)

Elaborations

managing shared learning experiences that require consideration of different views, opinions and cultural perspectives

designing and enacting hypothetical scenarios that address issues related to Deaf experience, for example in the domains of sport or education

collaborating with a partner to take action on an issue affecting the Deaf community, such as advocating for provision of captioning or funding for Deaf organisations

organising an awareness campaign that reflects or mediates views on issues of relevance to their peer group/community, for example, creating a positive promotional video about successful deaf people in their state, outlining strategies to support achievement

advocating for a change in particular school processes or practices, such as ensuring all public school performances (such as theatre or dance festivals) automatically have interpreters present, for example by meeting with the student council, principal or parent group to advocate

Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan

[Key concepts: language learning, argument, ideas, reflection; Key processes: clarifying, interrogating, reflecting, comparing]
(ACLASFC075 - Scootle ↗)

Elaborations

participating in discussion and debate, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

making connections between their own and each other's ideas or beliefs and real-life experiences and consequences, using reflections such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2 PAST THINK-ABOUT WILL TRUE HAPPEN
Sometimes things happen because you think they will, so it comes true.
I-F YOU THINK PRO2 CAN PRO2 CAN. IF PRO2 THINK YOU CAN'T YOU CAN'T.
If you think you can, you can. If you think you can't, you can't.

▶ | Auslan

comparing opinions about culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community

using skills such as paraphrasing, questioning, interpreting non-verbal cues and appropriate vocabulary selection to support elaborated discussion

discussing and experimenting with ways to strengthen and refine signed texts to entertain, inform, persuade or inspire different audiences

exchanging reflections on the experience of using Auslan in different contexts and situations, comparing challenges or satisfactions and reflecting on how the same event can be differently experienced or interpreted

Informing

Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts
[Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising]
(ACLASFC076 - Scootle ↗)

Elaborations

evaluating information collected from different sources to debate issues of interest and significance to the Deaf community, such as eugenics, deaf technology or interpreter ethics

using critical literacy skills to recognise textual bias and to distinguish between fact and opinion in differently sourced texts relating to the Deaf community and/or deafness

researching a significant event that affects/has affected the Deaf community, summarising findings in the form of contributions to a panel discussion or debate

evaluating information presented by their peers or teachers, providing constructive feedback supported by evidence

appraising and summarising opinions expressed in formally and informally signed texts

using stories by elders and excursions to sites of significance to document, describe and provide explanatory detail of places of importance to the Deaf community

using primary or secondary signed sources to research significant events in Deaf history to present a critical overview of how information can be differently presented

Prepare and present researched information on a range of issues, considering the context in which the information will be received

[Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating]
(ACLASFC077 - Scootle ↗)

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Elaborations

presenting a sustained signed explanation on a given topic, using information selected from a range of sources to suit the intended audience

using evidence selected from independent research sources and evaluative or persuasive language to respond to arguments about issues such as eugenics, deaf technology or interpreter ethics

presenting information on current affairs or news items, identifying bias and the effect of context on the shaping of texts

arguing a predetermined, evidence-based position in a panel discussion/debate on controversial questions, for example, the inclusion of deaf members of a jury

designing the presentation of an Auslan text for a vlog that requires voice interpreting with notes to indicate emphasis and to clarify meaning

providing explanations of abstract or technical concepts, such as poverty or radiation from uranium, shaping the style of the presentation to suit the intended audience, for example through significant use of depicting signs

presenting an interpretation of graphs and statistics that provide information relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Analyse different types of imaginative, creative and performative texts, considering how different

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Page 5 of 73

techniques and modalities are employed to communicate with different audiences

[Key concepts: meaning, mood, imagery, rhyme, metaphor; Key processes: analysing, interpreting, discussing, responding, reflecting]

(ACLASFC078 - Scootle ↗)

Elaborations

analysing examples of signed performance poetry, identifying patterns and conventions such as repetition of handshapes and movement paths of signs to create rhyme and to convey meaning

interpreting visual representations of Deaf experience, including the use of metaphors, perspectives, colours and textures in visual art forms such as sculpture, painting, photography, printmaking or ceramics

responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf or Deafinitely

comparing responses to imaginative texts that present particular values or points of view, for example, Deaf slam poetry

reflecting on the multilayered dimension of signed narrative, identifying how dynamic handshapes, facial expressions and body movements provide simultaneous narrative, commentary and emotional expression

comparing different recordings of signed storytelling, for example of young children making up stories or older people telling traditional tales, noticing differences in their language

comparing their interpretations of/responses to performances by deaf comedians, storytellers or poets

viewing and reviewing media texts that use aesthetic, artistic or realistic techniques to interpret and communicate dimensions of the Deaf experience, for example the documentary Deaf Jam (2011)

exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression

identifying relationships between elements such as imagery or signed sequences in texts such as ballads, free verse or narratives, for example by working with Auslan translations of Shakespearean texts

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

comparing the visual nature of signed narratives with oral traditions of Indigenous cultures

analysing responses of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows

discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants

creating highly complex narratives combining and switching between ways of reference, for example, CA, DS, lexical signs and frames of spatial reference

Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences

[Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing]

(ACLASFC079 - Scootle ↗)

Elaborations

creating a dynamic multimodal performance suitable for different modes of entertainment, such as a vlog, television or live performance

adapting the mode and style of delivery of a narrative or poem to suit either a younger or older audience

creating a class anthology of Auslan poems that reflect the diversity of cultural experience represented in their school community

experimenting with different modes of expression and visual imagery to explore the poetics of visual language

creating poems or raps that represent emotional accounts of personal stories, successes or struggles to enter into a class slam poetry competition

plan, rehearse and perform short dramatisations that explore social/cultural issues relevant to their peer group or community, selecting language features, images and forms of expression to suit the intended audience

using metaphors to extend or redirect a favourite text that invites reflection on cultural or intercultural experiences

creating an animation with a deaf character or theme related to the Deaf community

creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds

creating a signed poem that reflects elements of their own emotional response to a particular personal experience

Translating

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
[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]
(ACLASFC080 - Scootle ↗)

Elaborations

experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, raining cats and dogs) and discussing how to interpret such idioms accurately

comparing online Auslan and English public announcements and government policy/information texts in terms of different approaches to translation and preservation of content, for example, free versus literal

viewing and discussing the effectiveness and accuracy of online Auslan translations, such as the Catching Fire series of safety videos or the emergency disaster preparedness videos

trialling different resources to assist in translation, including online dictionaries and footage, for example by comparing individual translations, back-translating, and reviewing useful references

considering the nature of translation with reference to different strategies such as decoding literal meaning (word for sign), reading for meaning (sense for sense) and cultural reading (between the lines)

recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, in relation to the use of space and depicting signs in Auslan in describing a scene compared to the linear spoken modality of English

critically evaluating the accuracy and effectiveness of English subtitles to an Auslan text, for example the range of community service Auslan messages produced by the Deaf Society of NSW

providing annotated examples of translations of poems or other types of text, identifying challenges involved in transferring meaning, expression, culture and mood from one language to another

comparing examples of BSL and Auslan literature and evaluating translations from both/each into English, for example of poems by Dorothy Miles or Walter Kadiki

translating suitable jokes, songs, poems, stories or plays from English into Auslan and vice versa

analysing existing translations of texts, such as short subtitled films or TV programs containing deaf characters using various sign languages, making comparisons with their own translations into Auslan or English and reflecting on identified variations

identifying the range of reference materials and resources available to assist in language documentation and translation tasks, for example ELAN, and exploring how to use them

researching aspects of available interpreting services in their area, for example, the role of interpreters, qualifications required, ethical considerations and issues associated with interpreting and translating in specialised contexts such as health, education, legal settings

exploring the role of deaf people as Deaf interpreters and as language consultants on interpreted theatre events, considering the work this involves and the skills needed for it

considering culturally appropriate and ethical behaviour when interpreting and translating, for example by explaining appropriate behaviour in interpreting contexts and considering potential consequences of inaccurate interpreting

analysing codes of ethics of interpreters, comparing existing codes in Australia, such as the ASLIA and AUSIT codes, and developing simple translations of the main principles of each code

role-playing the part of a Deaf interpreter for unfamiliar deaf guests who are non-conventional Auslan users or users of another signed language in a simple context such as an interaction in a library

comparing signed texts in International Sign with translated Auslan versions created by students, using H3 broadcasts as a resource

participating in formal situations where interpreters are working, discussing observed translation choices made

Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: expression, bilingualism; Key processes: recording, creating, captioning]
(ACLASFC081 - Scootle ↗)

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Elaborations

collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, hearing, residential school

collecting and recording different signs, attaching English captions with appropriate translations, for example, PAH! = finally, TALK = communicate in speech or Auslan, CHAT = talk in Auslan

creating a bilingual virtual tour of the school for use on the school website

developing a signed and captioned film presentation, for example, about how to work with an interpreter

making a short bilingual documentary in Auslan and English about a topical issue, moving through the processes of drafting, translating and captioning the final product

capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English

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Page 10 of 73

Identity

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

[Key concepts: identity, relationship, Deafhood, reciprocity, guidance, place, space, rights, responsibility, social action; Deaf gain; Key processes: discussing, comparing, investigating, reflecting] (ACLASFC082 - Scootle ↗)

Elaborations

discussing the notion of 'Deaf eyes' and the capacity of deaf people to determine the deaf/hearing status of others in their environment based on eye behaviour

considering how deaf people are perceived to be more observant and more astute visually, for example, as drivers, in sports or in terms of visual memory, comparing anecdotal findings and documented research on this issue

discussing how identity may shift depending on what is most salient in any context or setting, and how as people mature they learn to navigate 'multiple identities' in relation to different elements of their experience, such as background ethnicity and culture and Deaf identity/culture

reflecting on the concept of Deafhood as it applies to and informs life choices made by young Deaf people, for example in relation to social group participation, communication preferences, ways of identifying, describing and introducing themselves to others

considering how relationships between changing technology and Deaf people are managed to express and to reflect identity, for example, the rejection of hearing devices or, alternatively, highlighting them with colour or prominent placement

considering whether a strong sense of shared identity influences the capacity for awareness and advocacy for Deaf people's rights

discussing how social groups such as Deaf communities form intergenerational patterns that determine relationships and shape behaviours, for example, by interviewing a member of a Deaf family of two or more generations

investigating ways the Deaf ecosystem works and the reciprocal nature of relationships in some Deaf communities, for example in business or professional domains, and the contribution this ecosystem makes to collective identity

discussing how the Deaf community expresses different elements of their identity, for example through behaviours associated with Deaf spaces, greetings and introductions which illustrate community status and affiliation

investigating how a strong sense of identity impacts on social and emotional health and wellbeing by exploring the available research on wellbeing and identity in deaf people

identifying and describing intersections between national and international Deaf communities and organisations, and how these contribute to a transnational sense of belonging, for example, by evaluating shared experiences by viewing online texts produced by deaf people in different countries

comparing changing values and status of place and space in different international Deaf communities, for example, the loss of Deaf clubs or closure of Deaf schools, and reflecting on the implications of these changes over time for Deaf identity

responding to different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's developing identity

discussing ways in which the philosophy of 'Deaf gain' can be applied to personal circumstances, such as classroom accommodations and sporting participation

summarising elements of elders' guidance on how cultural values, beliefs and traditions are expressed and connected through shared experience of visual ways of being, providing examples of how these are demonstrated in community behaviour and in interactions with the wider community

describing and comparing their personal sense of social responsibility towards their Deaf community, for example as demonstrated through attending, organising or volunteering at festivals, camps or youth groups

exploring the wider political landscape of the Deaf community as it impacts on individual and community identity, for example, by identifying the impact of activism and Deaf empowerment movements such as the Deaf President Now campaign at Gallaudet University, a 'Deaf place', in effecting change and strengthening Deaf communities' connection to 'place'

Reflecting

Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning
[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]

(ACLASFC083 - Scootle ↗)

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Elaborations

reflecting and reporting on how learning Auslan formally in school provides insights into the general nature of language and culture as well as an explicit means of interpreting the world in which they live

considering the relationship that exists between language, culture and issues of access and identity, and the significance of issues of discrimination, inclusion and exclusion

keeping a journal of experiences (humorous, satisfying or challenging) associated with using Auslan in school and in wider community contexts, noting changes in their responses and reflections over time and comparing insights gained through interactions with other languages and cultures

considering the layers of intercultural complexity and depth in the Deaf community, for example in relation to the insider/outsider concept or the role of deaf members of deaf families, and reflecting on their own position within such frameworks

sharing and comparing cultural and intercultural experiences and capabilities in different signed and spoken/written languages including Auslan, and identifying benefits of using more than one language, such as a larger repertoire of communication strategies, additional insights and perspectives, opportunities for new experiences

reflecting on their experience of living and communicating in a visual world and on particular challenges and benefits they have experienced

discussing how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

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
[Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating]
(ACLASFU084 - Scootle ↗)

Elaborations

> understanding that the elements of a sign can be arbitrary (for example, the handshape or movement of the sign WHY), or meaningful, such as the movement and the handshape in the sign GIVE

> exploring perceptual and articulatory reasons why some handshapes are more common than others

> beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages

> applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT-$_{for-a-long-time}$ PRO2, observing that English can do the same with changes to the length of phonemes, for example, I screeeeeeaaaaaamed!

> using annotation software such as ELAN as a tool to transcribe and analyse signed languages

Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action

[Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing]
(ACLASFU085 - Scootle ↗)

Elaborations

> analysing a signed text for examples of character and observer space and describing why the signer has chosen that viewpoint

> appreciating the production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE

> identifying some of the aspectual modifications to verbs in an Auslan text, such as WORK-$_{for-a-long-time}$ or GO-TO-$_{repeatedly}$

> analysing a video of a signed narrative and identifying the moments in which a signer shifts into a

different role in CA, and how they show that, for example, eye gaze change

Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure

[Key concepts: auxiliary and main verbs, clause types, reference; Key processes: recognising, comparing, identifying]

(ACLASFU086 - Scootle ↗)

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Elaborations

understanding that verbs can be either auxiliary (CAN JUMP or TRY REACH) or main verbs (WORK)

noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)

understanding the difference between definite and indefinite reference and how Auslan makes this distinction

recognising the function of some signs as interjections or discourse markers

recognising that conditionals have a main and dependent clause and associated NMFs

identifying coordinated clauses showing causation and describing how it is shown, for example PRO3 STUDY-$_{hard}$ BECAUSE WANT EXAM MARKS GOOD

[▶ | Auslan]

recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses

recognising that the presence of CA or DSs affects how a clause is structured

Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose

[Key concepts: audience, choice, convention, cohesion; Key processes: analysing, identifying, discussing, applying]

(ACLASFU087 - Scootle ↗)

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Elaborations

analysing expository texts, identifying characteristic language elements and features

analysing a videoed class debate to identify how language is used to justify opinions and persuade others

analysing an Auslan text in depth, for example by identifying characteristic features of the particular text type and discussing how language choices are made to take account of a text's intended audience and purpose

noticing how grammatical choices shade meaning, reflect perspective and establish relationship between text participants, for example choosing to be more or less English-like in a particular context or relationship

noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space

applying knowledge of ellipsis to achieve cohesion

Language variation and change

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan
[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]
(ACLASFU088 - Scootle ⤢)

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Elaborations

recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences

researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages

debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply

considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine

noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling

considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to the 1990s) and cultural attitudes towards Signed English

Language awareness

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

[Key concepts: policy, rights, representation, status, recognition, documentation; Key processes: describing, researching, comparing, investigating, analysing, evaluating]

(ACLASFU089 - Scootle ↗)

Elaborations

identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students

researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people

analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks

analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan

appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology

analysing representations of deaf people and sign language in the Australian media and wider

community, making comparisons with representations of other languages and cultures

investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions

considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community

investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases

appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages

recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and documenting the language

considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science

researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and development efforts

discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture

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
[Key concepts: knowledge, value, relationship, transmission; Key processes: reflecting, exploring, analysing, comparing]

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Page 18 of 73

(ACLASFU090 - Scootle ↗)

Elaborations

exploring the relationship between language and culture, for example by analysing language used in pathological and sociocultural models of deafness and the impact that each philosophy and the language used to express it may have in regard to services for deaf people

appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin

recognising the cultural significance of symbols and language features used in Auslan, for example the use of light and darkness in stories, poetry and performance, as in gaslight stories

considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, fingerspelling instead of signing overtly, or modifying a sign choice such as menstruation to suit the context

understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has a right to learn and use Auslan as part of their birthright and as a key element of their membership of the Deaf community, and that they become custodians and owners of the language

appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity

analysing ways in which deaf people interpret and exploit the possibilities and cultural meanings of sound, for example, in games and stories which incorporate signs for sound and reactions to sound, for example, a door slamming

recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE, the shifting values around the sign DEAF^DEAF (culturally Deaf reference for deaf-mute), and unsuccessful attempts to reframe this with an audiological focus

reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes

about deaf and hearing people influence perceptions

recognising that cultural beliefs and behaviours are embedded in Auslan, for example, recounts by deaf people of interactions with hearing people might include language that reflects beliefs about English and 'hearing-ness', for example, an anecdote about a frustrating interaction might be concluded with hearing, their way

reflecting on the labels 'deaf' and 'hearing', considering what they mean to different people and their implications in terms of status, access, opportunity and privilege

analysing ways in which deaf people's jokes and humorous narratives reflect cultural values about deaf/hearing relationships and how deaf people navigate the world, for example the 'Bob's House' commercial

exploring how advocacy strategies can reflect deaf people's cultural practices and values, for example the 'TTY-in' used to advocate for the National Relay Service

Years 9 and 10 Content Descriptions

Communicating

Socialising

Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community
[Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing]
(ACLASFC109 - Scootle ↗)

Elaborations

recounting classroom events using indicating, plain and depicting verbs, for example:
MONDAY PRO1-plural DS:many-people-go-to SPORT DAY. PRO1 ENJOY
We all went to a sports day on Monday. I enjoyed it.

describing the appearance of people, objects and places using SASS depicting signs and spatial location

recounting personal experiences using specific time-related signs and conjunctions, such as:
LAST HOLIDAYS PRO1 CAMP
Last holidays I went camping.

describing activities they have completed using some verb modifications to show manner, for example:
PRO1 WRITE-carelessly
I wrote it very quickly.

interacting with members of the Deaf community to share details of their personal world

describing relationships between themselves and members of their school community, for example:
PRO3 POSS1 BEST FRIEND
She's my best friend.
M-R-S S-M-I-T-H POSS1 SCIENCE TEACHER
Mrs Smith is my science teacher.

recounting events involving more than one person using constructed action

describing events that they have experienced and how they made them feel, for example:
MONDAY DEAF PERSON VISIT SCHOOL PRO1 EXCITED MEET
On Monday a Deaf visitor came to school. I was excited to meet them.
MOVIE SCARY BUT PRO1 LIKE
The movie was scary but I liked it.

comparing attributes or characteristics of classmates or classroom objects, for example:
S-A-M RUN FAST C-H-R-I-S WORSE FAST SPEED
Sam runs fast but Chris runs the fastest.
THAT BEST COMPUTER
That's the best computer.
▶ | Auslan

comparing weekend or holiday routines, interests and activities, using signs associated with time,
sequence and location, for example:
REGULAR SUMMER PRO1-$_{plural}$ GROUP-MOVE-TO COUNTRY STAY++ TWO WEEK
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.
▶ | Auslan

Participate in shared learning activities that involve planning, transacting and problem-solving, using
simple signed statements, questions and directions
[Key concepts: planning, role, responsibility, support, information exchange; Key processes:
negotiating, encouraging, describing, expressing preference]
(ACLASFC110 - Scootle ↗)

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Elaborations

negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO2 TYPE PRO1 WRITE
You type and I'll write.

understanding and using expressions of support, encouragement or praise during shared activities,
for example, EXCELLENT, THAT GREAT

playing games that involve detailed information exchange, such as a 'murder mystery' type game,
asking for and supplying descriptions about the suspect, for example:
PRO3 HAVE GLASSES?
Does he have glasses?

working collaboratively to plan an event such as a handball competition, using expressions related to

place, time and numbers, for example:
BEST PLAY WHERE?
Where will we play?
TEAM+ HOW MANY?
How many teams are there?

following and giving directions for outdoor activities such as an obstacle course

expressing preferences in relation to roles and responsibilities in shared learning activities, using NMFs and statements such as:
HANDWRITING PRO1 DON'T-LIKE RATHER TYPING
I don't like handwriting; I prefer to type it
▶ | Auslan

working with peers to plan for a visit from a Deaf community member, prioritising and sequencing tasks

Communicate clearly in different classroom interactions and contexts, demonstrating appropriate

protocols when communicating with each other, teachers and deaf people
[Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting]
(ACLASFC111 - Scootle ↗)

▤

Elaborations

responding to multistep classroom instructions, for example:
IN YOUR COMPUTER FINISH CLICK-ON ELAN
Log in to your computer and then click on ELAN.

asking for repetition or clarification, for example:
THAT RIGHT THAT?
Is that right?
PRO1 DON'T-UNDERSTAND
I don't get it.

negotiating turn-taking by using visual or tactile methods in taking or yielding a turn, for example:
PRO2 FIRST NEXT-TURN-around-circle
You go first then we'll take turns around the group.

using NMFs such as raised eyebrows to indicate interest, or head tilt to indicate lack of understanding

initiating protocols within the classroom such as:

- gaining group attention through flashing lights, tapping, foot stomping and waving

- maintaining eye gaze and back-channelling

- positioning seating to keep visual communication clear, for example, sitting across from signers when communicating

following protocols and using appropriate language when using or accessing an interpreter, for example:
SIT THERE PLEASE CAN YOU?
Can you sit there, please?

following protocols for interrupting others, such as waiting for pauses in conversations and eye contact, or by using language such as:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?

▶ | Auslan

Informing

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
[Key concepts: information, likes/dislikes, interests, preferences; Key processes: retelling, recording, organising, identifying, surveying, categorising]
(ACLASFC112 - Scootle ↗)

Elaborations

retelling key points of multistep information used in classroom interactions, such as announcements or directions for a task

watching signed texts that show people expressing likes and dislikes and recording and organising their observations in table form

watching a presentation by a teacher or peer, identifying specific points of information, such as where they went for a holiday or what activities they did

surveying peers in relation to their interests and preferences, categorising and comparing findings in charts or graphs

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Page 24 of 73

following the steps of a signed demonstration of procedures, such as how to cook something or play a new game

learning new Auslan vocabulary and language structures through interacting with Deaf visitors, teachers and mentors, recording the new language in personal sign dictionaries

viewing live or recorded interviews or informal conversations between deaf people in different situations and contexts, identifying key points and topics covered

viewing different types of signed texts, such as instructional sports videos or science demonstrations, showing understanding by responding to questions

Convey factual information and opinions in signed texts
[Key concepts: routine, event, hobby, procedure; Key processes: describing, reporting, explaining, presenting, instructing]
(ACLASFC113 - Scootle ↗)

Elaborations

describing home and school routines in the correct sequence, for example, weekend activities or their school timetable

reporting to the class about a shared school event such as Deaf Sports Day or school camp

creating signed texts to explain a hobby or interest using visual supports such as photos or props

presenting descriptions of school equipment such as those used in woodwork, science or sports and giving simple signed explanations of how they work

instructing the class in a procedural text such as a simple recipe, using props

Creating

Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork
[Key concepts: performance, character, personal response, creativity; Key processes: viewing, responding, participating, comparing]
(ACLASFC114 - Scootle ↗)

Elaborations

participating in Auslan games using simple clauses in creative ways, for example, a freeze tag game, building on a text

viewing creative performance texts and identifying characters and events from Auslan narratives, poems and theatre performances, such the Australian Theatre of the Deaf

viewing and expressing personal responses to creative visual texts such as handshape art and art produced by/about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan

comparing versions of creative signed texts and indicating preferences, for example, between different Auslan versions of the same story signed by different deaf people

responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi

participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner

viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience

Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects

[Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating, presenting, re-enacting, reinterpreting, choreographing, performing]
(ACLASFC115 - Scootle ↗)

Elaborations

participating in games and activities that focus on depicting the appearance and characteristics of people, animals or objects and their relationships

working collaboratively to create and present signed skits to entertain a targeted audience

re-enacting individual short stories or wordless animations that include two or more characters and their interactions through the use of constructed action

reinterpreting creative texts for effect, for example by changing emotions or movements through the use of NMFs and manner

using 'visual vernacular' to enact short scenarios involving imaginary characters, contexts and objects, by employing a range of depicting signs and constructed action

choreographing and performing a creative text (dance, signed song, poem), incorporating Auslan and focusing on matching timing, beat and rhythm

performing stories for a live audience with a focus on the visual communication of emotion and humour

creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon

creating original handshape poetry to present at a school assembly or community festival

creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses

Translating

Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning
[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining]
(ACLASFC116 - Scootle ↗)

Elaborations

translating the school song into Auslan with support, identifying words or phrases that do not easily translate and finding suitable equivalents in Auslan that match the English concept

shadowing online Auslan translations and captioning, such as the Catching Fire series of safety videos or the emergency disaster preparedness videos

comparing their own translations of short familiar texts with those of their classmates, noting discrepancies or variations and discussing possible reasons for these

observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander elders, identifying differences between the languages and acting as interpreter with support

creating basic translations of song lyrics or simple poems from English to Auslan

translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as train gone, sorry and comparing these to some common English idioms

conducting sight translations of plain, high-interest, low-readability English texts such as short news articles that are written for their age group

comparing existing translations in Auslan of narratives, such as fairytales or short stories, to their own ideas of how they would translate specific segments of these texts

explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters, demonstrating through role-play correct protocols for working with interpreters

Create bilingual texts such as notices, displays or newsletters for use in the wider school community
[Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing]
(ACLASFC117 - Scootle ↗)

Elaborations

creating captions for pre-recorded signed texts to be used in a variety of school contexts, for example, a translation of the Auslan version of the school song or a 'welcome to the school' video

creating bilingual texts for use in the school community, such as informative posters that include signed images or digital library displays about Auslan, considering how to represent meaning in the two languages for different audiences

composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements

using bilingual online dictionaries and electronic tools to compose bilingual texts such as an online Auslan–English version of a school newsletter

contributing items of signed news and information to a bilingual school website or web page associated with their class, school or local community

Identity

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
[Key concepts: identity, relationship, Deafhood, advocacy, society, place, Deaf space, Deaf gain, responsibility, guidance; Key processes: identifying, discussing, comparing]
(ACLASFC118 - Scootle ↗)

Elaborations

using a vlog journal entry to discuss how having peers who share the same language provides a social bond and builds confidence

identifying characteristics of deaf people's visual awareness, such as good observation of body language and heightened alertness to hazards in the environment while walking/driving and signing

comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of

exploring technologies used by deaf people to communicate visually, such as videoconferencing apps, to support social networks and to strengthen a sense of individual or shared identity

investigating ways in which a sense of confidence in relation to identity influences awareness and a capacity for advocacy for Deaf rights, for example in relation to issues such as the provision of interpreters or captioning

discussing how their sense of identity may shift according to context and situation, and how as people mature they learn to manage 'multiple identities' in relation to different elements of experience, such as background ethnicity and culture and Deaf identity culture

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Page 29 of 73

identifying strategies used by deaf people to negotiate the hearing world, such as travelling with paper and pen or smart phone to take notes

using the concept of Deafhood to map and communicate their own journeys of identity development, for example, their identification with particular Deaf role models, and considering the role identity plays in contributing to individual, peer group and community health and wellbeing

engaging with deaf visitors from different groups and backgrounds about their experiences in the Deaf community, for example by interviewing the visitors and recording their responses

using drawings, photos or presentations to describe characteristic features of Deaf spaces beyond the classroom, such as removal of visual obstacles to signed communication, circles or semicircles for meeting and learning spaces, open-plan areas, lighting and window placement to maximise visual access to information

documenting and discussing places of importance to the Deaf community, such as Deaf schools, and understanding the value of these based on stories by elders and excursions to sites of significance

responding to elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community

describing ways in which they can take responsibility for increasing others' awareness of their communication and learning preferences, for example in the classroom and with extended family

exploring the concept of 'Deaf gain' and identifying examples of how wider society may 'gain' from the Deaf community, for example, benefits of captioning for other sectors of the broader community, such as elderly people or newly arrived migrants

discussing their sense of responsibility for each other as members of the Deaf community, and the need to support younger deaf individuals in the community

Reflecting

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
[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]
(ACLASFC119 - Scootle ⤤)

Elaborations

describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, responding to prompts such as What are the main differences you notice when observing a conversation between deaf people and one between hearing people?

reflecting on similarities and differences in language and communication access, such as the extent of incidental learning acquired by hearing children through interaction with their external environment, for example by overhearing conversations or news on the radio

reflecting on similarities and differences between signed language and spoken language users when joining interactions, taking turns, using names, or passing between people who are communicating with each other

identifying and comparing how various emotions and different attitudes such as respect, shyness, exuberance or embarrassment are expressed across different languages and cultures

reflecting on the experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their own perceptions, understandings or attitudes

reflecting on social attitudes and on their own reactions to observed responses to differences in behaviours or communicative styles, such as their feelings when hearing people fail to make eye contact with them during interactions in the wider community

reflecting on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they may need to modify elements of their behaviour, such as the use of eye contact, facial expression or body language, and to consider other communication strategies such as the use of notes or gestures

Understanding

Systems of language

Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs
[Key concepts: transcription, iconicity; Key processes: identifying, noticing, understanding]
(ACLASFU120 - Scootle ↗)

Elaborations

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Page 31 of 73

understanding that NMFs are important in sign language for marking forms such as questions

identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body

identifying the NMFs in statements, yes/no questions, wh- questions, and negatives

noticing that in signed languages meaning can be expressed through signs or through fingerspelling

understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object

identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary

exploring, with support, software such as ELAN to annotate signed texts

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

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising]
(ACLASFU121 - Scootle ↗)

📄

Elaborations

noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical signing and gesture

understanding that fully-lexical signs are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs can be changed to show information such as location or who is involved in indicating verbs

noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD or adverbs of time, for example, 3-WEEKS-AGO or pronouns, for example, WE3, WE4

identifying where and how a signer has established a location in space (through pointing, modifying

the movement of a verb, or locating a non-body-anchored noun sign)

recognising that signers must make explicit which referent is associated with a location

recognising that signers can set up referents in the signing space close to them (viewer space), for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table or distant (diagrammatic) for example, using 5claw in two locations to represent two houses

identifying independently instances of DSs and their type

learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another

knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions

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

[Key concepts: topicalisation, negation, composite utterances; Key processes: recognising, distinguishing, understanding]
(ACLASFU122 - Scootle ⤴)

▤

Elaborations

noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example WRITE-$_{carelessly}$)

distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN-SPRINT (base form), MAN SPRINT$_{-fast}$ (manner added)

understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)

noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings

recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion

recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs

recognising that signers may include both linguistic and gestural elements in a clause, that is, signers can tell, show or do both in a composite utterance

realising that in many clauses signers 'tell' with lexical signs at the same time as 'show' with DS, CA and other gestural elements

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

[Key concepts: audience, purpose, convention, coherence; Key processes: noticing, identifying, analysing]

(ACLASFU123 - Scootle ↗)

Elaborations

identifying differences in different types of texts, for example by looking at a monologic recount compared to a dialogic one, and noticing differences such as the use of back-channels or hesitations

conducting an analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer

noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space

noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and G:WELL

identifying where signers have established referents in locations in a text and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)

noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs NEXT or G:WELL or NMFs and pausing

Language variation and change

Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times
[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]
(ACLASFU124 - Scootle ↗)

Elaborations

recognising that there is a greater degree of flexibility and variability in 'oral' languages such as Auslan that only exist in face-to-face form, compared to spoken languages that are written down and that are passed on from parents to children

understanding that other signed languages such as BSL, ISL and ASL have influenced Auslan over different periods of time

recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE

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 NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)

understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, or the vehicle handshape in depicting signs

Language awareness

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
[Key concepts: influence, transmission, language documentation, language vitality; Key processes: recognising, identifying, describing, exploring]
(ACLASFU125 - Scootle ↗)

Elaborations

understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics

mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms

exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages

recognising that some languages have no written form and have historically been passed on face to face/orally, making them less well recorded and documented

understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed

describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects

reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms

identifying language documentation tools, such as ELAN, as important ways of recording, transmitting and maintaining the vitality of a language

recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language

Role of language and culture

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
[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: reflecting, exploring, understanding, identifying, considering]
(ACLASFU126 - Scootle ↗)

Elaborations

appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of

their families of origin from peers and other Auslan users in school or as adults in the Deaf community

exploring ways in which language choices reflect attitudes towards certain topics, such as oralism or cochlear implants, identifying examples of sign choices that reflect particular attitudes or views

understanding that knowledge about past and present Deaf people and about Deaf cultural values is embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embody cultural meaning, regarding distinctions made and values placed on fluent or awkward signing

identifying differences between the use of personal names in Auslan and in other languages, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages

considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, and using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly

appreciating the cultural value and importance of festivals and other events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity

reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions among members of either community

understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience

Years 9 and 10 Content Descriptions

Communicating

Socialising

Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues

[Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising]

(ACLASFC199 - Scootle ↗)

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Elaborations

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 eugenics and 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:
PRETEND PRO2 DEAF….
Pretend that you're deaf …
I-F PRO2 BOSS WILL CHANGE WHAT?
What would you change if you were boss?

communicating via video calls or social media platforms using Auslan in different online contexts to build relationships and share views

using strategies to initiate and support discussion, for example by providing the context of a conversation to a new participant:
PRO3 SAY…
She was saying that …
▶ | Auslan

demonstrating awareness of social sensitivities or conventions, for example by using euphemistic signs or allusions, such as TOILET, BIRTH

using complex sentence structures to discuss current affairs or to justify a position in relation to issues of interest to their group, for example, gender equity, conservation or social media

Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

[Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting]

(ACLASFC200 - Scootle ↗)

Elaborations

managing shared learning experiences that involve differences in opinion or cultural perspectives

navigating multistep directions and decisions in learning activities that offer alternatives or choices, such as computer programming or theatre production

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 Deaf festivals or the National Week of Deaf People

planning action on an issue affecting the Deaf community, such as captioning and funding support for Deaf organisations

organising real or simulated transactions that involve financial or service exchanges, for example, catering for a class celebration or ordering books/digital resources for the school library

Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences
[Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating]
(ACLASFC201 - Scootle ↗)

Elaborations

making connections between ideas, actions and effects, using reflective language such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2 PAST THINK-ABOUT 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.
▶ | Auslan

extending their repertoire of sign vocabulary through independent use of social media and digital resources to support more extended discussion

demonstrating culturally appropriate behaviours such as nominating themselves as interpreters in role-play interactions between deaf and hearing friends

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

identifying and comparing learning strategies that support their Auslan learning experience

Informing

Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented
[Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising]
(ACLASFC202 - Scootle ↗)

Elaborations

summarising key ideas/information provided by a guest speaker and identifying how context and culture shape opinions and perspectives

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

finding information from a variety of signed sources to inform class discussions on issues of current debate within the Deaf community, such as the medical versus cultural view of deafness

researching and comparing signed information about significant movements associated with deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now

identifying excerpts of signed documentaries or signed interviews or speeches that demonstrate how culture and context affect the presentation of information

critically analysing information contained in different signed texts produced by or about the Deaf community, identifying examples of bias and distinguishing between fact and opinion

researching information related to topical events or issues that affect the Deaf community, for example the provision of captions across different media

Contribute to presentations, reports, reviews, discussions and debates that focus on selected social

and cultural issues

[Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing]

(ACLASFC203 - Scootle ↗)

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Elaborations

working in groups to create multimedia texts that invite consideration of social or cultural questions, such as the medical versus cultural view of deafness

creating persuasive texts such as vlogs or advertisements to convince others of the value and relevance of learning Auslan

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 to contribute to an e-book resource for other learners of Auslan

providing appropriate explanations for a younger audience of concepts associated with other curriculum areas, such as global warming or social justice

contributing to discussions that consider critically different perspectives on selected issues, for example, differences in views on Deaf education or the influence of social media on their lives

creating and presenting explanations about simple biological or mechanical phenomena or processes, such as how the ear, hearing aids and cochlear implants work

presenting a critical review of media representation, for example by analysing media profiles of respected/high-profile members of the Deaf community

presenting a summary of information on a selected topic, for example, by interpreting graphs and statistics relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression

[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]

(ACLASFC204 - Scootle ↗)

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Elaborations

responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf

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Page 41 of 73

searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre that they find particularly effective or moving, for example, performances by Bernard Bragg, Evelyn Glennie or members of the Deaf Arts Network

comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry

exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression

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

reflecting on reactions of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows

discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants

responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing, for example, *The Long Knife,* or *Gallaudet: The Film* by Braam Jordaan

Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]
(ACLASFC205 - Scootle ↗)

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Elaborations

creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds

creating a website to showcase performances that incorporate elements such as comedy, satire or drama

creating a short film in Auslan using and explaining video techniques that are particularly appropriate for a Deaf audience

creating a signed interpretation of a wordless animation

selecting a signed narrative text that has an extended metaphor and reworking it to take the story in a different direction

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Page 42 of 73

creating a signed poem that reflects elements of their own emotional response to particular personal experience

Translating

Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]

(ACLASFC206 - Scootle ↗)

📄   🔗

Elaborations

experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, 'raining cats and dogs') 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

using different resources, including online dictionaries and footage, to assist in translation, for example by comparing individual translations, back-translations and reviewing useful references

viewing and discussing the quality of online Auslan translations, such as the *Catching Fire* series of safety videos

recognising the need to sometimes recast language, and 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 depicting signs to describe the scene of a car crash, which will take longer to explicate in a linear spoken language

translating small chunks of unfamiliar English text such as a news update from an autocue or poster card into Auslan in consecutive mode

providing annotated examples of translations of poems or other text types, identifying challenges involved in transferring meaning, expression, culture or mood

translating songs, poems or short stories from English into Auslan, for example, 'I Am Australian'

exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters

researching aspects of available interpreting services in the area, for example, qualifications required

for employment, ethical considerations, and issues of interpreting and translating in specialised contexts such as health, education, legal settings

developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts, considering potential consequences of inaccurate interpreting

role-playing interpreting in a range of contexts, for example, in a shop or at a sports match

participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story and attending to the interpretation for discussion later in class

Create glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning]
(ACLASFC207 - Scootle ☑)

Elaborations

collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, 'hearing', 'residential school'

creating collaborative translations of Auslan texts in spoken English or captions of selected signed texts and vice versa

collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, pah! = *finally*, talk = *communicate in speech or Auslan*, chat = *talk in Auslan*

creating a bilingual 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

Identity

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
[Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating]
(ACLASFC208 - Scootle ☑)

Elaborations

using photographs or digital images to create stories using elements of identity such as gender,

ethnicity, social justice, disability or difference

reflecting on a range of filmed texts to identify examples of inclusive or exclusionary language that might impact on a person's sense of identity, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or the documentaries *Welcome 2 My Deaf World* or *Deaf Teens: Hearing World*, comparing these representations to their own experiences as teenagers

viewing and evaluating documentaries such as *Audism Unveiled* or commentaries by well-known members of the Deaf community on their sense of identity development in relation to growing up deaf, considering the impact of additional factors in individual stories, such as gender or race

creating vlogs or filmed texts to explore aspects of Deaf/hearing identity and to encourage consideration of common views among hearing communities on Auslan and the Deaf community and to reflect on what it means to be deaf, hard of hearing or hearing

viewing signed news and other media texts, such as episodes of *See Hear* or *SignPost,* to identify examples of discrimination, oppression or rejection experienced by deaf people, and considering how these may shape identity or affect societal perceptions of the Deaf community

surveying deaf people about their 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 such as original Deaf Society/Mission buildings or other former meeting places

making comparisons between different international Deaf communities in relation to perceptions/representations of Deaf identity and changing values of place and space, for example, the loss of Deaf clubs or closure of deaf schools, considering the implications of such changes on the development of Deaf identity

analysing notions of 'Deaf gain', Deafhood and audism, and sharing their response to these concepts as second language learners of Auslan

Reflecting

Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning
[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting]
(ACLASFC209 - Scootle ⧉)

▤ ⌘

Elaborations

reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live

reflecting on the relationship that exists between language, culture and issues of access, identity and audism, and considering issues of discrimination, inclusion and exclusion

keeping a journal of their experiences (humorous, satisfying or challenging) associated with learning and using Auslan in different contexts, noting changes in their responses and reflections over time, and comparing insights gained into their own languages and cultures

considering the layers of complexity and depth that characterise the Deaf community experience, for example in relation to implicit hierarchical structures such as deaf members of deaf families

sharing and comparing cultural and intercultural experiences and capabilities in different languages including Auslan, and exchanging views on benefits associated with using more than one language, such as a larger repertoire of communication skills and strategies, additional insights and perspectives and opportunities for new experiences

reflecting on the experience of communicating in a visual world and on challenges they have experienced in relying on visual cues

considering how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription
[Key concepts: iconicity, metaphor, annotation; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing]
(ACLASFU210 - Scootle ↗)

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Elaborations

noticing limitations on perception of signed languages, such as the more limited space for signed communication compared to space for mime

exploring perceptual and articulatory reasons why some handshapes are more common than others

understanding that the elements of a sign can be arbitrary (for example, the handshape or

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Page 46 of 73

movement of the sign WHY) or meaningful, such as the movement and the handshape in the sign GIVE

beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages

applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example PRO1 WAIT-$_{for\text{-}a\text{-}long\text{-}time}$ PRO2, observing that English can do the same with changes to the length of phonemes, for example, I screeeeeeaaaaaamed!

evaluating video annotation software such as ELAN as a tool to assist in the transcription and analysis of signed languages

glossing a text, including identifying which signs are used, and transcribing DSs and periods of CA

Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts

[Key concepts: character and observer space, depicting signs, constructed action; Key processes: contrasting, analysing]

(ACLASFU211 - Scootle ↗)

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Elaborations

recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)

appreciating the possible production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE

independently identifying instances of DSs and their type

analysing a video of a signed narrative and identifying where and how signers are using CA, for example by eye gaze change

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

[Key concepts: clause structure, clause conjunctions, reference; Key processes: applying, noticing] (ACLASFU212 - Scootle ☑)

Elaborations

recognising signs that function as interjections or discourse markers

understanding the difference between definite and indefinite reference and how Auslan shows this distinction

noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)

recognising that conditional forms have a main and dependent clause and associated NMFs

identifying coordinated clauses showing causation and describing how it is shown, for example: PRO3 STUDY-$_{hard}$ BECAUSE WANT EXAM MARKS GOOD

recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses

recognising that the presence of CA or DSs affects how a clause is structured

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

[Key concepts: audience, choice, conventions, cohesion; Key process: analysing, identifying, explaining] (ACLASFU213 - Scootle ☑)

Elaborations

analysing specific types of text by identifying characteristic language features

analysing a videoed class debate to see how language is used to justify opinions and persuade others

conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer

noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example the effect of choosing to be more or less English-like

expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise an important point

noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space

analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion

Language variation and change

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan
[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]
(ACLASFU214 - Scootle ↗)

Elaborations

recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences

researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages

debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply

considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine.

noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling

considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to 1990s) and cultural attitudes towards Signed English

Language awareness

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
[Key concepts: policy, rights, representation, status, expansion; Key processes: researching, comparing, investigating, analysing, explaining]
(ACLASFU215 - Scootle ↗)

Elaborations

identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students

researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people

exploring how deaf people around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics, and how these contribute to language building, language preservation and greater awareness of signed languages

analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks

analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan

appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology

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Page 50 of 73

analysing representations of deaf people and sign language in the Australian media and wider community, making comparisons with representations of other languages and cultures

exploring the role of the Deaf ecosystem in language and cultural maintenance

investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions

considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community

investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases

appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages

recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and documenting the language

considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science

researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and development efforts

identifying the changing status of sites of significance in different international Deaf communities, for example, the loss of Deaf clubs or closure of deaf schools in some countries, comparing this to the Australian context, and reflecting on the implications of these changes over time for the Deaf community and for the status of Auslan

recognising different philosophical and social views about deafness, considering the impact of varying

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Page 51 of 73

attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society

explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing reasons for such influence

looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in educational settings

discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture

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
[Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing]
(ACLASFU216 - Scootle ↗)

Elaborations

analysing language used in pathological and sociocultural models of deafness, and the impact that each model, the philosophy that frames it and the language used to express it may have in regard to services for deaf people

appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin

recognising the cultural significance of symbols and language features used in Auslan, for example the use of light and darkness in stories, poetry and performance, as in stories featuring gaslight

considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly

understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has the right to learn and use Auslan as part of their birthright, along with their membership of the Deaf community, and that they become custodians and owners of the language

appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity

understanding that sign language literatures recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities, and that they embody history and values of Deaf culture, for example, the Gallaudet and Clerc meeting or US Civil War stories that validate and reference shared Deaf identity, culture, language and experience

recognising that Auslan signs change over time due to shifting cultural values and experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus

Years 9 and 10 Content Descriptions

Communicating

Socialising

Socialise and exchange views on selected issues using different communication strategies, language structures and techniques
[Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching]
(ACLASFC235 - Scootle ↗)

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Elaborations

explaining or justifying a position in relation to personal and social issues, such as the inclusion of deaf jury members, using simple clauses and more complex constructions, such as statements, if… then… or when constructions, for example:
IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENTS EQUAL-$_{all}$
If there were a deaf teacher in the class as well, then all the students would be equal.

debating issues such as whether schools should have a school uniform, using a range of conjunctions and complex clauses, for example:
SPORT, PRO1 THINK GOOD BECAUSE ENCOURAGE PEOPLE GO-OUT MEET-VARIOUS PEOPLE
I think sport is great because it encourages people to go out and meet others.
PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME-$_{all}$ DOESN'T MATTER RICH POOR SAME-$_{all}$
I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor.

participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example:
WHAT? PLEASE AGAIN
Could you repeat that, please?
STILL GO-AHEAD
Go ahead …
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?

communicating with other Auslan users via digital media to exchange views or to express personal opinion on topics such as co-educational or single-sex schools

adjusting their language to socialise with different audiences, such as primary school Auslan users,

using appropriate code-switching techniques

Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress
[Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing]
(ACLASFC236 - Scootle ↗)

Elaborations

participating in visits to a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience

working with peers to solve problems, such as how to use video editing and/or captioning programs

working with a team to plan a fundraising event or a promotional display for Auslan at an open day/night and evaluating the experience to improve subsequent planning and organisation

assuming the role of a chairperson managing a small group discussion and conducting decision-making processes

contributing to the solving of hypothetical scenarios using conditionals, for example designing questions for a job interview such as:
PRETEND SOMEONE DS:one-person-approach-other BLAST, PRO2 D-O WHAT?
Pretend someone approaches you and tells you off; what will you do?
I-F PRO2 BOSS PRO2 WILL CHANGE WHAT?
What would you change if you were boss?

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
[Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying]
(ACLASFC237 - Scootle ↗)

Elaborations

demonstrating use of appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, back-channelling and limiting the use of voice when interacting with unfamiliar Auslan users

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Page 55 of 73

adjusting the physical environment, including people and objects, to enable communication in a well-lit environment without glare or obstructions

demonstrating culturally appropriate behaviours when using or accessing an interpreter, such as not interrupting or blocking the line of sight

using appropriate discourse markers and NMFs to facilitate clear communication, for example:
SURPRISE
Oooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um …
HOLD…
Hang on a minute …

clarifying information, such as:
WHAT? PLEASE AGAIN
Could you repeat that, please?
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?
PLEASE SLOW SIGN
Could you sign that slowly, please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?

asking for elaboration of information by adding comments, for example:
RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT
Well, yes, that's interesting but I'd like to add something.
STILL GO-AHEAD
Go ahead …

Informing

Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms
[Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising]
(ACLASFC238 - Scootle ↗)

Elaborations

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Page 56 of 73

interviewing an Auslan user, using prepared questions to find out about their experiences or opinions on selected topics, such as early language learning for deaf babies or their experience of education, selecting key elements of their commentary to produce a digital profile to share with the class

observing informative signed texts from the Deaf community and deaf-related organisations, such as emergency or advocacy texts, and rephrasing key points in a form suitable for a younger audience

collecting information from a variety of signed sources to inform class discussions on current affairs, for example the prevalent use of social media by young people, and access to this by deaf students

following more complex procedural signed texts, such as directions to follow in an unfamiliar environment, such as a school camp or excursion

watching and summarising information provided by a guest speaker and comparing their noted ideas and opinions with those of their peers

viewing texts such as interviews, news reports or vlogs and selecting points of information or details to use in their own texts or opinion pieces

viewing Auslan texts from other content areas, using depicting signs to explain key concepts, such as states of matter or climate variation

forming and signing questions to request information from a deaf organisation or person, in order to produce a digital information text such as a brochure or web page

obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine

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

[Key concepts: biography, commentary, procedure, action; Key processes: presenting, describing, explaining, researching, composing, inviting action]
(ACLASFC239 - Scootle ⬀)

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Elaborations

presenting a biographical report on a prominent deaf person, using visual prompts such as a slideshow to describe their life and achievements, incorporating some commentary and personal

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Page 57 of 73

opinion

contributing an item of information for a collaborative e-book to describe views on different aspects of Deaf culture, such as community and protocols associated with signing

explaining to each other a selected procedure or practice, for example, a recipe, the rules of a sport or board game, or instructions on caring for animals

researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue, such as a Deaf political matter

using visual props and signed explanation to describe a biological or mechanical process to the class, such as how the ear or a cochlear implant works

developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster

creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People activities

creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age

providing instructions in an engaging or entertaining style to create interest in a group activity, such as a maths game or signing choir

Creating

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 [Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]
(ACLASFC240 - Scootle ↗)

Elaborations

viewing and responding to creative texts such as television programs, poems and theatre performances that are used to represent the Deaf experience, for example the television program Switched at Birth

recognising how a character's feelings and attitudes are expressed through NMFs, and expressing their own feelings or attitudes in similar contexts or situations

responding to different types of creative and imaginative texts, such as signed poetry, short stories or songs, identifying and discussing the artistic signed choices and making connections with their own experiences

exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poems by Walter Kadiki or John Wilson

evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects, for example, in performances by Ian Sanborn

analysing how elements of creative performance such as emotional nuance are communicated through interpreters in a live setting

identifying and profiling deaf artists who make use of music, for example, members of the Deaf Performing Arts Network

engaging with examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime

viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience

Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]
(ACLASFC241 - Scootle ☑)

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Elaborations

participating in improvisation games that require spontaneous and imaginative responses to a stimulus such as Sixty seconds to make the audience laugh or cry …

working collaboratively to create a performance such as a skit or humorous story for a class talent show

role-playing an imagined interview, incorporating elements of tension, humour or emotion

creating and presenting a handshape or signed poem on a selected theme, such as friendship or love

creating and presenting to their peers a signed interpretation of a wordless animation, comparing their different performances

creating a short film that incorporates camera techniques appropriate for a deaf audience

working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers

creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon

Translating

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

[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, exploring, developing]

(ACLASFC242 - Scootle ⤴)

▤ ⌘

Elaborations

viewing and discussing online Auslan translations, such as the Catching Fire series of safety videos

experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, raining cats and dogs) and recognising the nature and function of cultural elements of communication and how these influence language use

comparing different translations of online Auslan and English public announcements and government policy/information texts in terms of approaches to translation, for example in relation to free versus literal

comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting variations and discussing possible reasons for these

recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or depicting signs to describe an event such as the scene of a car crash, which will take longer to explicate in a linear spoken language

translating poems, short stories or songs such as 'I Am Australian' from English into Auslan

exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters

researching aspects of available interpreting services in their area, for example, qualifications required for employment, and issues of interpreting and translating in specialised contexts such as health, education or legal settings

developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting

interpreting very simple interactions or role-plays between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager

participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story, attending to the interpretation for discussion later in class

Create, develop and resource bilingual texts for use in the wider school community

[Key concepts: bilingualism, translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing]
(ACLASFC243 - Scootle ↗)

📑

Elaborations

creating bilingual texts for the school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in two languages for different audiences

developing collaborative translations of selected signed texts into spoken English or caption form

collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, PAH! = finally, TALK = communicate in speech or Auslan, CHAT = talk in Auslan

creating Auslan clips with English captions for the school website of items of interest to the school community

composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements

Identity

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
[Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing]
(ACLASFC244 - Scootle ↗)

📄   👥   🔗

Elaborations

reflecting on how identity is expressed across cultures and through languages, for example by considering the idea of 'belonging' as expressed in different languages

investigating how particular policies and practices may affect the sense of identity of deaf people, for example, through the prohibition of the use of Auslan in schools in the past

viewing excerpts of different footage in Auslan or other signed languages and identifying language or behaviour that appears to be either inclusive or exclusionary and could impact on identity development, for example, the representation of deaf teenagers in the TV program Switched at Birth or in documentaries such as Welcome 2 My Deaf World and Deaf Teens: Hearing World, making connections or comparisons with their own experiences as teenagers

evaluating documentary footage of famous members of the Deaf community discussing identity and the experience of growing up deaf, comparing their commentaries with their own experience, paying attention to identified factors that can influence identity, such as gender or race

creating vlogs or filmed texts designed to share their understanding or views about Deaf/hearing identity and to prompt the intended audience to reflect on their own views of Auslan and the Deaf

community and of what it means to be 'hearing'

viewing signed news and other media texts, such as episodes of See Hear or SignPost, and discussing examples of discrimination, oppression or rejection experienced by deaf people, reflecting on how these may shape or reflect mainstream society's perception of the Deaf community

considering the concepts of 'Deaf gain', Deafhood and audism, and comparing their response to these concepts as second language learners of Auslan

discussing the impact of language and culture on the shaping of identity and a sense of wellbeing

considering connections and shared identity between local, regional and national communities of deaf people for example, by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

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
[Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering]
(ACLASFC245 - Scootle ↗)

Elaborations

reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live and the relationship that exists between language, culture and identity

considering issues of access, identity and audism, and also issues of discrimination, inclusion and exclusion in respect to different language and cultural communities

keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Auslan in various contexts, noting changes in their personal responses and reflections over time, and comparing insights gained into their own languages and cultures

analysing their own cultural assumptions prior to learning Auslan, and considering if these have changed through the learning experience

reflecting on similarities and differences between spoken language and signed language users, for example when joining interactions, taking turns, using name signs or passing between people who are communicating with each other

reflecting on the labels deaf and hearing, considering what these mean to different people and their implications in terms of status, access, opportunity and privilege

exploring the concepts of insider and outsider views of the Deaf community and their own position in relation to these terms as second language learners of Auslan

considering how intercultural communication is a two-way process which involves shared responsibility for making meaning and for ensuring understanding

Understanding

Systems of language

Explore various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs
[Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing]
(ACLASFU246 - Scootle ↗)

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Elaborations

identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body

identifying and describing the function of various NMFs in a signed text

understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or meaningful, such as the movement and the handshape in the sign GIVE

recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs

understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object

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Page 64 of 73

beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages

transcribing part of a text using either annotation software such as ELAN or glossing, and recording what signs were used, spatial locations and NMFs

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

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing]
(ACLASFU247 - Scootle ↗)

Elaborations

recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as gesture changes the form each time they are signed

noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs, non-lexical signing and gesture and comparing with the range of ways English speakers create meaning, including spoken words, modifying intonation, and gesture

noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL-$_{me}$ is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO-$_{often}$

noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)

identifying where and how a signer has established a location in space, for example through the use of points, non-body-anchored signs or fingerspelled words

recognising that signers must make explicit which referent is associated with a location, but do not need to continue to make this explicit throughout a text

recognising that signers can set up referents in the signing space close to them (viewer space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or distant (diagrammatic, for example, using 5claw in two locations to represent two houses)

recognising that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space

identifying instances of DSs and their type independently

comparing English adjectives with SASS DSs

learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another

knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions

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

[Key concepts: clause types, conjunctions, composite utterances; Key processes: recognising, observing, distinguishing, understanding]
(ACLASFU248 - Scootle ↗)

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Elaborations

observing that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one

distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT-$_{fast}$ (manner added)

recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH-$_{for-a-long-time}$, or with lexical signs such as WATCH AGAIN++

recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED-$_{really}$, PLEASED-$_{really}$, TALL-$_{really}$

recognising that typically signers use DSs to show spatial relationships, not separate signs such as

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Page 66 of 73

ON or UNDER

recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion

recognising that clauses can also be joined through particular NMFs

noticing that clauses can be linked equally or unequally, where one clause depends on another

recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs

noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs

realising that in many clauses signers 'tell' with fully-lexical signs at the same time as 'show' with DS, periods of CA and other gestural elements

noticing when signers are using composite utterances, for example those that include elements of CA, DSs, points and lexical signs, and how that affects the structure of a clause

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

[Key concepts: audience, purpose, coherence; Key processes: noticing, analysing]
(ACLASFU249 - Scootle ↗)

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Elaborations

analysing a videoed class debate to see how language is used to justify opinions and to persuade others

conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer

expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise the important point

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Page 67 of 73

noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space

noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs THEN or G:WELL or NMFs and pausing

identifying all the ways a signer refers to the same referent throughout a text to create cohesion

Language variation and change

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change

[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]

(ACLASFU250 - Scootle ↗)

Elaborations

recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences

researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages

considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine

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 NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)

recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE

understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the

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Page 68 of 73

globe (for example, the old Auslan sign for America versus the current sign), or the ASL vehicle handshape in DSs

identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT

Language awareness

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

[Key concepts: influence, diversity, language vitality, language documentation; Key processes: researching, investigating, exploring, describing, analysing]

(ACLASFU251 - Scootle ↗)

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Elaborations

understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics

mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms

describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects

considering the impact of historical international events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages in the 1960s and 1970s on the use of signed languages in education, and on deaf people's feelings of ownership and pride in their languages

analysing the impact of migration and the settlement of deaf people from the UK and other countries on the development of Auslan

investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan

exploring how Auslan is used by deafblind people and their role in the Deaf community

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Page 69 of 73

investigating historical patterns of employment of deaf people in certain trades and fields of employment, and the impact these traditional domains have on the development of Auslan

reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms

identifying language documentation as an important way of recording, transmitting and maintaining the vitality of languages

recognising that some languages have no written form and have historically been passed on face to face/orally, and so are less well recorded and documented

understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed

recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language

exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages

considering ways that Auslan is evolving due to various influences, including the capacity for new technologies to store, record and share sign languages internationally

exploring the role of globalisation in terms of what technology offers signed languages in terms of maintaining their vitality, for example, the use of ELAN for capturing and documenting Auslan

understanding the importance of advocating for Deaf rights to address existing gaps in services, for example in relation to issues such as the increased provision of Auslan interpreters, Deaf interpreters or captioning

responding to Deaf elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience, language and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community

comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, and identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of

exploring technologies such as videoconferencing apps used by deaf people to communicate visually, to support social networks, to strengthen a sense of individual or shared identity as sign language users and to promote language vitality

considering likely contemporary influences or pressures on Aboriginal and Torres Strait Islander signed languages and the possible impact on their future

understanding how and why some deaf children face challenges with communication in hearing families or in social settings

recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity

identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan and how such ownership rests with the Deaf community and is determined by traditional social groupings/families, significant places, history and stories

describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at community events, sporting fixtures and in emergency announcements

discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters

identifying examples of deaf people who have been recognised for different reasons in wider Australian society, for example, Alastair McEwin or Drisana Levitzke-Gray, and discussing how such recognition contributes to broader awareness of Auslan in Australia

researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK or the Scandinavian nations, considering issues such as language rights, language documentation and development efforts

identifying the changing status of significant sites in different international Deaf communities, for example, the loss of Deaf clubs or the closure of deaf schools in some countries, comparing this to the Australian context and reflecting on how such changes impact over time on Deaf communities and on Auslan

recognising different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society

Role of language and culture

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

[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering]

(ACLASFU252 - Scootle ↗)

Elaborations

appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or adults in the Deaf community

exploring the nature and effect of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness

analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, respect for elders, the importance of reciprocity and responsibility, for example, the signing TAP-2h++ reflects the responsibility to share information and pass on knowledge

understanding that knowledge about past and present Deaf people and cultural values are embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN embody cultural meaning regarding distinctions made and values placed on fluent or awkward signing

identifying cultural differences between the use of personal names in Auslan and in their own background language, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages

considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly

appreciating the cultural value and importance of festivals and events in the Deaf community, such as

NWDP, as celebrations of language, history, culture and identity

recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus

reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions

understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience

observing that concepts may be culture and language specific, for example in relation to time and space, as in the spatial mapping of timelines in Auslan