



Strand		Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning		
Sub-Strand	Description	Foundation to Year 2	Years 3 and 4	Years 5 and 6
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	(C 1) Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities [Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing]	(C 1) Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences]	(C 1) Share ideas and feelings about people they know, their daily lives, social activities and the school community [Key concepts: experience, interaction, interests, relationship; Key processes: describing, discussing, responding, comparing, expressing feelings]
		(C 2) Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures [Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying]	(C 2) Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help]	(C 2) Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions [Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising]
		(C 3) Develop interaction and communication skills for participation in regular class routines and activities [Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention]	(C 3) Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking [Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention]	(C 3) Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning [Key concepts: agreement, clarification, protocol, reflection; Key processes: responding, agreeing, monitoring]
Informing	Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge	(C 4) Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks [Key concepts: information, topics; Key processes: identifying, categorising responding, gathering]	(C 4) Organise and summarise key points of information obtained from different types of Auslan texts [Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording]	(C 4) Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts [Key concept: information, findings, concepts; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing]
		(C 5) Present information about self, family, school and significant objects, using modelled signs and formulaic phrases [Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting]	(C 5) Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts [Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting]	(C 5) Convey information in different formats to suit different audiences and contexts [Key concepts: context, purpose, audience; Key processes: presenting, creating]



Sub-Strand	Description	Foundation to Year 2	Years 3 and 4	Years 5 and 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creating</p>	<p>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance</p>	<p>(C 6) Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs [Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing]</p>	<p>(C 6) Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing [Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing]</p>	<p>(C 6) Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences [Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting]</p>
		<p>(C 7) Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions [Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating]</p>	<p>(C 7) Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports [Key concepts: play, imagination, character; Key processes: creating, performing, retelling]</p>	<p>(C 7) Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings [Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing]</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Translating</p>	<p>Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others</p>	<p>(C 8) Translate words used in everyday contexts from Auslan into English and vice versa [Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining]</p>	<p>(C 8) Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret [Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating]</p>	<p>(C 8) Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing]</p>
		<p>(C 9) Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words [Key concepts: meaning, code, bilingualism; Key processes: labelling, creating]</p>	<p>(C 9) Create bilingual versions of texts such as English captioned recordings of Auslan phrases [Key concepts: meaning, representation; Key processes: creating]</p>	<p>(C 9) Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters [Key concepts: bilingualism, meaning; Key process: composing, creating]</p>



Sub-Strand	Description	Foundation to Year 2	Years 3 and 4	Years 5 and 6
Identity	Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people	(C 10) Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity [Key concepts: identity, similarity, difference, self, family, belonging; Key processes: noticing, identifying, describing, explaining, comparing]	(C 10) Consider how their ways of communicating and responding to each other shape and reflect their sense of identity [Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing]	C 10) Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community [Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing]
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	(C 11) Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]	(C 11) Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]	(C 11) Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan [Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting]



Strand	Understanding Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange			
Sub-Strand	Description	Foundation to Year 2	Years 3 and 4	Years 5 and 6
Systems of language	Understanding the language system, including visual-gestural language parameters, conventions and grammar	(U 1) Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently [Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding]	(U 1) Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning [Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing]	(U 1) Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts [Key concepts: body anchored, iconicity; Key processes: identifying, recognising, annotating, glossing]
		(U 2) Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space [Key concepts: signing space, verb modification, depicting signs; Key processes: noticing, identifying, recognising]	(U 2) Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting [Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing]	(U 2) Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action [Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: recognising, distinguishing]
		(U 3) Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions [Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing]	(U 3) Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features [Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing]	(U 3) Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs [Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing]
		(U 4) Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose [Key concepts: text, text types; Key processes: recognising, noticing]	(U 4) Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion [Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing]	(U 4) Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices [Key concepts: language features, cohesion, referent tracking; Key processes: identifying, analysing]



Sub-Strand	Description	Foundation to Year 2	Years 3 and 4	Years 5 and 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language variation and change</p>	<p>Understanding how language use varies according to individual difference and context and across time and place</p>	<p>(U 5) Understand that all languages including signed languages vary and borrow words and signs from each other [Key concepts: language borrowing, variation; Key processes: noticing, recognising]</p>	<p>(U 5) Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]</p>	<p>(U 5) Explore variation in terms of the impact of other languages on Auslan across contexts and over time [Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining]</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language awareness</p>	<p>Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality</p>	<p>(U 6) Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concepts: language diversity, difference, vitality; Key processes: identifying, exploring, recognising]</p>	<p>(U 6) Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality [Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising]</p>	<p>(U 6) Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation [Key concepts: diversity, representation, language transmission, documentation; Key processes: recognising, describing, understanding, discussing, investigating]</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The role of language and culture</p>	<p>Analysing and understanding the role of language and culture in the exchange of meaning</p>	<p>(U 7) Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them [Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]</p>	<p>(U 7) Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]</p>	<p>(U 7) Reflect on how communities' ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages [Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]</p>



Strand	Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning		
Sub-Strand	Description	Year 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	(C 1) Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience [Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying]	(C 1) 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]
		(C 2) Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation [Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting]	(C 2) 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]
		(C 3) Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom [Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising]	(C 3) 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]
Informing	Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge	(C 4) Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests [Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying]	(C 4) 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]
		(C 5) Present information on different events or experiences to inform, report, promote, instruct or invite action [Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting]	(C 5) 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]



Sub-Strand	Description	Year 7 and 8	Years 9 and 10
<p style="text-align: center;">Creating</p>	<p>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance</p>	<p>(C 6) Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements [Key concepts: expression, manner, metaphorical iconicity; Key processes: comparing, evaluating, describing, exploring, profiling]</p>	<p>(C 6) 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]</p>
		<p>(C 7) Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences [Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing]</p>	<p>(C 7) 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]</p>
<p style="text-align: center;">Translating</p>	<p>Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others</p>	<p>(C 8) Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience. [Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising]</p>	<p>(C 8) 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]</p>
		<p>(C 9) Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language [Key concepts: equivalence, bilingualism; Key processes: captioning, creating]</p>	<p>(C 9) Create glossaries and classifications in English to interpret cultural aspects of Auslan texts [Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning]</p>



Sub-Strand	Description	Year 7 and 8	Years 9 and 10
Identity	Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people	(C 10) Consider their own and each other’s cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people [Key concepts: identity, perspective, belonging, wellbeing; Key processes: reflecting, comparing, describing, discussing, investigating, analysing]	(C 10) 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]
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	(C 11) Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]	(C 11) 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]



Strand	Understanding Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange		
Sub-Strand	Description	Year 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including visual-gestural language parameters, conventions and grammar	(U 1) Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts [Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing]	(U 1) 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]
		(U 2) Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action [Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing]	(U 2) 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]
		(U 3) Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances [Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing]	(U 3) 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]
		(U 4) Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes [Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing]	(U 4) 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]



Sub-Strand	Description	Year 7 and 8	Years 9 and 10
Language variation and change	Understanding how language use varies according to individual difference and context and across time and place	(U 5) Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change [Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]	(U 5) 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]
Language awareness	Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality	(U 6) Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world [Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing]	(U 6) 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]
The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	(U 7) Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other [Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]	(U 7) 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]



Strand	Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning		
Sub-Strand	Description	Year 7 and 8 ★	Years 9 and 10 ★
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	(C 1) Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences [Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining]	(C 1) 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]
		(C 2) Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions [Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting]	(C 2) 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]
		(C 3) Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction [Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing]	(C 3) 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]
Informing	Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge	(C 4) Locate specific points of information from signed texts about familiar topics and use the information in new ways [Key concepts: information, topics, directions; Key processes: identifying, responding, following directions]	(C 4) 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]
		(C 5) Present factual information about familiar topics using signs that have been modelled [Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting]	(C 5) 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]



Sub-Strand	Description	Year 7 and 8 ★	Years 9 and 10 ★
<p style="text-align: center; font-weight: bold;">Creating</p>	<p>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance</p>	<p>(C 6) Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs [Key concepts: story, imagination, Deaf art, gesture, mime; Key processes: viewing, drawing, responding, mimicking, shadowing]</p>	<p>(C 6) 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]</p>
		<p>(C 7) Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs [Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing]</p>	<p>(C 7) 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]</p>
<p style="text-align: center; font-weight: bold;">Translating</p>	<p>Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others</p>	<p>(C 8) Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning [Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising]</p>	<p>(C 8) 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]</p>
		<p>(C 9) Create different types of bilingual texts to support their classroom learning [Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning]</p>	<p>(C 9) 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]</p>



Sub-Strand	Description	Year 7 and 8 ★	Years 9 and 10 ★
Identity	Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people	(C 10) Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people’s visual ways of being and negotiating these networks [Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging]	(C 10) 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]
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	(C 11) Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression [Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting]	(C 11) 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]



Strand	Understanding Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange		
Sub-Strand	Description	Year 7 and 8 ★	Years 9 and 10 ★
Systems of language	Understanding the language system, including visual-gestural language parameters, conventions and grammar	(U 1) Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent [Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding]	(U 1) 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]
		(U 2) Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships [Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing]	(U 2) 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]
		(U 3) Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure [Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding]	(U 3) 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]
		(U 4) Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts [Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying]	(U 4) 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]



Sub-Strand	Description	Year 7 and 8 ★	Years 9 and 10 ★
<p style="text-align: center;">Language variation and change</p>	<p>Understanding how language use varies according to individual difference and context and across time and place</p>	<p>(U 5) Recognise that there is variation in in how Auslan is used depending on context, environment and influences of other signed languages [Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]</p>	<p>(U 5) 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]</p>
<p style="text-align: center;">Language awareness</p>	<p>Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality</p>	<p>(U 6) Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change [Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing]</p>	<p>(U 6) 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]</p>
<p style="text-align: center;">The role of language and culture</p>	<p>Analysing and understanding the role of language and culture in the exchange of meaning</p>	<p>(U 7) Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying]</p>	<p>(U 7) 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]</p>