### Languages (formerly LOTE) Pathway 1

#### Sign language

In Languages Pathway 1 (Sign language), standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 and the Phases of Learning 1, 2 and 3 (formerly known as progression measures) provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6. Progression point examples are available in four language categories: Roman alphabetical, Non-Roman alphabetical, Character and Sign language.

<table>
<thead>
<tr>
<th>Progression Point 4.5</th>
<th>Progression Point for Level 5</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating in a language other than English</strong></td>
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</tr>
<tr>
<td>- completion of set drills and exercises; for example matching of pictures to signs and sign phrases</td>
<td>- use of a range of simple grammatical structures, such as descriptive classifiers, connectives and topic-comment, to create phrases and simple sentences</td>
<td>- maintenance of a signed exchange with peers on topics relating to personal experiences</td>
</tr>
<tr>
<td>- use of simple sign phrases and mime to construct a signed text</td>
<td>- use of appropriate responses to requests for personal information</td>
<td>- use of eye-gaze and affirmation when opening, maintaining and closing a short signed exchange</td>
</tr>
<tr>
<td>- rephrasing or retelling of information from simple signed texts</td>
<td>- use of mime, gesture and finger-spelling to overcome lexical gaps</td>
<td>- knowledge of the iconic properties of signs to predict meaning</td>
</tr>
<tr>
<td>- checking of their own sign production and comprehension through questioning and seeking repetition</td>
<td>- use of topic-comment structures to organise information into signed sequences</td>
<td>- use of sign texts that adhere to appropriate cultural conventions</td>
</tr>
</tbody>
</table>

#### Intercultural knowledge and language awareness

- knowledge of a range of communicative interactions and relevant cultural conventions
- understanding of key grammatical features and their use with familiar vocabulary and phrases
- modelling of appropriate cultural conventions associated with a range of cultural interactions
- provision of feedback to others on appropriate cultural conventions in their own sign production
- use of sign texts that adhere to appropriate cultural conventions
- incorporation of feedback from other signers on cultural conventions in their own signing

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Standards and progression point examples

- awareness that signs do not always have a direct English equivalent
- understanding of key grammatical features and their use with new vocabulary and phrases
- reflection on others’ signing, based on knowledge of grammatical features of Auslan

Languages Pathway 1 – Level 6 Standards

Communicating in a language other than English

At Pathway 1 Level 6, students participate in oral interactions to convey and receive information. Students demonstrate sound-discrimination effectively. In tone languages, students discern tone patterns in slowed speech.

Students show awareness of the language and cultural requirements related to a given topic; they adapt language and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts. They initiate and lead communication and respond to communication initiated by others.

Students apply their knowledge of word meanings, word associations and cognates to their own work.

Students organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language.

Students use simple signed texts and identify specific items of information, make choices, answer questions and relay information to other participants in a signed exchange. They convey personal or factual information in short, linked sequences. They engage effectively in exchanges to provide and obtain information about everyday activities. They use various information and communications technology applications for recording and conveying signed meaning.

Standards relevant to each of the other three language categories are available in Languages Pathway 1 Level 6.

Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 1 Level 6, students apply relevant conversational rules and expectations; for example, those related to politeness. They demonstrate understanding of cultural differences in writing conventions for specific discourse forms by producing equivalent items in another language.

Students demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully, or by evaluating and improving a strategy they have tried. They interact with members of the language community in Australia as a means of extending their understanding of perspectives on the themes and topics studied in the classroom.

Students identify ways in which the language and culture has impacted on Australia and present information in written or oral forms in the language.

See Appendix 1(page 14) to view Auslan version of the Languages Pathway 1(Sign language) Level 6 standards.
## Standards and progression point examples

### Progression Pathway 1 (Sign language) – Progressing towards Level 8

#### Progression Point 6.5
At 6.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:

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</tr>
</thead>
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<td>• use of appropriate signs, facial expressions and non-manual features when greeting, and in response to greetings from peers, teachers and signing guests</td>
<td>• use of models through imitation and adaptation to retell familiar stories, jokes and poems</td>
<td>• use of topic-comment structures to organise information into signed sequences</td>
</tr>
<tr>
<td>• use of simple signed sequences and descriptive classifiers when introducing self to peers and describing family members</td>
<td>• appropriate use of real and surrogate space to describe events in the immediate setting and in other locations</td>
<td>• presentation of information obtained through exchanges about people, objects and everyday events</td>
</tr>
<tr>
<td>• association of a sign with a meaning, through indicating the correct person, object or picture in response to a range of ‘Wh’ questions</td>
<td>• interviewing and/or surveying of other students on specified topics; for example, students’ likes and dislikes</td>
<td>• specific items of information obtained through making choices, answering questions and relaying information; for example, likes and dislikes on a range of topics</td>
</tr>
<tr>
<td>• use of appropriate responses to instructions, directions and information</td>
<td>• reflection on their own and other students’ signed presentations to ensure clarity of meaning</td>
<td>• checking of their understanding through questioning or seeking repetition for clarification</td>
</tr>
</tbody>
</table>

#### Intercultural knowledge and language awareness
- maintenance of signed exchanges, without the use of speech, using mime and gesture to support sign
- knowledge of meaning conveyed by visual spatial communication including sign, sign sequences, facial expression and other non-manual features

### Progression Point for Level 7
At Level 7 the work of a student progressing towards the standard at Level 8 demonstrates, for example:

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<td>• association of a sign with a meaning, through indicating the correct person, object or picture in response to a range of ‘Wh’ questions</td>
<td>• interviewing and/or surveying of other students on specified topics; for example, students’ likes and dislikes</td>
</tr>
<tr>
<td>• use of appropriate responses to instructions, directions and information</td>
<td>• reflection on their own and other students’ signed presentations to ensure clarity of meaning</td>
</tr>
</tbody>
</table>

#### Intercultural knowledge and language awareness
- awareness of common features of signed exchanges relating to opening, closing, turn-taking and changing topics
- initiation and maintenance of a signed interaction with members of the Deaf community
- awareness of the relationship between Auslan, the

### Progression Point 7.5
At 7.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:

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<td>• reflection on their own and other students’ signed presentations to ensure clarity of meaning</td>
</tr>
</tbody>
</table>

#### Intercultural knowledge and language awareness
- knowledge of a range of settings in which Auslan is used, such as education, in interactions with the Deaf community, and in sport, and how the language varies in each setting
- knowledge of the key aspects of language to use when interviewing and surveying Deaf peers, teenagers and...
Standards and progression point examples

- awareness of the importance of eye-gaze, turn-taking, affirmation and negotiation between conversational partners
- use of a range of strategies and a decreased reliance on finger-spelling to fill lexical gaps

Deaf community and Deaf culture

- use of topicalisation when presenting signed reports on Deaf issues

- production of short signed texts, in pairs or small groups, imitating and modelling aspects of previously seen texts
- use of a range of different grammatical features of Auslan to produce short phrases and sentences without reference to English

Languages Pathway 1 – Level 8 Standards

Communicating in a language other than English

At Pathway 1 Level 8, students recall most of the main ideas, objects and details presented with a topic in the language. They use a range of strategies to assist in listening comprehension.

Students adapt language and gesture appropriately for the role, audience and purpose of the interaction, demonstrating awareness of the cultural and language requirements of a range of situations associated with the topics being studied.

Students participate effectively in interactions such as role-plays and conversations on simple topics. They create simple original text for specific audiences and purposes in print and electronic form. They write paragraphs and linked sequences, using appropriate script and language related to the topic.

Students critically review their own writing. They draft their writing and use a variety of writing techniques and tools to present information in a range of text types. They locate and download information in the language from a variety of print and electronic resources including dictionaries and reference materials.

Students demonstrate understanding of authentic and modified signed texts, including discussions, presentations and conversations emphasising communication between two or more participants. They present and request information and opinions on curriculum topics and topics of interest in class discussions, presentations and conversations, and justify decisions, express personal views and provide advice. They effectively use information and communications technology applications for recording and communicating in signed language.

Standards relevant to each of the other three language categories are available in LOTE Pathway 1 Level 8.
Intercultural knowledge and language awareness

*Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.*

At Pathway 1 Level 8, students actively participate in the creation and maintenance of the language and cultural ambience in the classroom. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.

Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language. They interact with a variety of speakers of the language from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.
### Progression Point 1 (Sign language) – Progressing towards Level 10

#### Progression Point 8.5
At 8.5, the work of a student progressing towards the standard at Level 10 demonstrates, for example:

- **Communicating in a language other than English**
  - awareness of how events in a narrative are positioned in chronological order
  - understanding of signs and sign sequences and their contexts
  - awareness of how to clarify the meaning of unfamiliar vocabulary and sign phrases
  - comprehension of authentic and modified signed texts, including the use of discussions and presentations to make decisions and express preferences
  - use of instructions and explanations through rephrasing or retelling to complete given tasks

- **Intercultural knowledge and language awareness**
  - adaptation of the way language is used to suit the communication context, both in real and simulated situations
  - use of a range of strategies to overcome lexical gaps
  - understanding of the variations among different groups of signers arising from, for example, geographical dialects, age, gender and educational background, and within different communication contexts
  - awareness of common grammatical features and

#### Progression Point 9
At Level 9, the work of a student progressing towards the standard at Level 10 demonstrates, for example:

- **Communicating in a language other than English**
  - knowledge of semantic properties of signs in particular locations to predict the meaning of unfamiliar signs
  - presentation of information or opinions in a signed sequence lasting one or two minutes to form a cohesive text
  - use of sequencing techniques to list or order actions and/or events
  - use of information in signed texts to make decisions, indicate choices or to express preferences

- **Intercultural knowledge and language awareness**
  - use of appropriate facial expression and non-manual features in a variety of contexts; for example, jokes, interviews and reports
  - use of a range of strategies to overcome communication breakdowns, including paraphrasing, asking for clarification and repetition
  - awareness of language variation across a range of communicative settings, and confidence in approaching and conversing with a wide range of Auslan users
  - knowledge and use of a range of grammatical

#### Progression Point 9.5
At 9.5, the work of a student progressing towards the standard at Level 10 demonstrates, for example:

- **Communicating in a language other than English**
  - exchange of information and opinions in interactions between two or more participants
  - use of temporal aspect and case to inflect commonly used verbs
  - use of fingers of the subordinate hand as a sequencing tool to identify key points of information
  - selection of, and commentary on, items of information obtained from a range of signed texts from a variety of users of sign language

- **Intercultural knowledge and language awareness**
  - use of topicalised sequences to convey information about topics and events of general interest, as well as topics drawn from the media
  - correct use of grammatical features in a variety of contexts
  - awareness of the different ways that meaning is constructed in Auslan, moving away from mental translation of English in attempting meaningful communication
  - awareness of the importance of appropriate facial expression and non-manual features when
Standards and progression point examples

- classification of structures according to grammatical principles
- checking of their own signed production to help identify areas of improvement
- rules to generate new signed texts
- communicating in different discourse forms with different audiences
- use of key grammatical features of Auslan to redraft and demonstrative improvement

Languages Pathway 1 – Level 6 Standards

Communicating in a language other than English

At Pathway 1 Level 10, students identify relevant information and ideas from spoken texts. They spontaneously participate in interactions related to a specific topic, and employ insights from previous language learning in oral interactions.

Students effectively discriminate and use pronunciation, tone, intonation and metre. They initiate and maintain interactions to give and receive information and impressions.

Students reproduce the main features of grammar in the language, and identify differences between English and other languages. They identify ways in which intentions and ideas are expressed differently in different languages. They communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural similarity and differences in meaning and intent.

Students deduce relationships, mood, attitudes and social context from visual stimuli. They identify characteristics in the individual style of writers of the language in relation to the audiences and purposes for a particular text.

Students read texts and effectively extract main ideas and detailed information for use in new contexts.

Students identify opinions, events, roles and themes in descriptive and informative signed texts, and present them in another format in order to provide personal reflection, a solution or a comparison. They synthesise and present information on topics of social and cultural importance in narratives, discussions and conversations in order to persuade an audience of a point of view. They use information and communications technology applications for research and recording and communicating in signed language.

Standards relevant to each of the other three language categories are available in Languages Pathway 1 Level 10.
Intercultural knowledge and language awareness

*Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.*

At Pathway 1 Level 10, students demonstrate an awareness of the extent and limitations of the language through creation of realistic applications of knowledge and skills in a range of situations. They demonstrate knowledge of the effect of word order and context on meaning.

Through accurate and context-sensitive language use, students demonstrate understanding of cultural influences on the ways people behave and use language. They use illustrative examples in the language to explain the differences and similarities between languages.

They demonstrate understanding of language as a complex system through strategies such as reflection, drafting, questioning linguistic relationships, observing and hypothesising. They test the validity of their understanding by referring to other speakers of the language, research and/or observation.

Students contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel, by presenting illustrative examples. They identify general cultural patterns that flow across specific settings and times. They recognise nuances in meaning and demonstrate an awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings. They demonstrate an understanding of variations in cultural perspectives between speakers of the language in different settings, by effectively interacting with members of the language community in Australia.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.
## Languages Pathway 1 (Sign language) – Progressing beyond Level 10

### Progression Point 10.5

At 10.5, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

- communicating in a language other than English
  - participation in discussion about ideas and topics from other areas of the curriculum and from the media
  - refinement of interactions through qualifying, exemplifying and explaining
  - use of appropriate strategies, such as spatialisation, sequencing and timelines, to logically structure information to present to the class or on video
  - selection of relevant information from a range of signed texts to provide a personal reflection, solution or comparison

- intercultural knowledge and language awareness
  - comprehension of the complex language system behind Auslan, including rules that cannot be transposed from English
  - awareness of similar and dissimilar features of Auslan and English
  - awareness of the impact of language acquisition and diversity in educational practices on members of the Deaf Community, and the subsequent effect on sign variation
  - a sustained interaction with few gaps or hesitation

### Progression Point 11

At 11, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

- communicating in a language other than English
  - knowledge and use of information on topics of social and cultural importance in narratives, interviews, discussions and conversations to persuade an audience about a point of view
  - combinations of proform, descriptive classifiers and verbal predicates to relate information about actions and events
  - use of a range of strategies to overcome lexical gaps, including mime, paraphrasing and finger-spelling
  - use of information and ideas, through reorganising, summarising and commenting, to convince or persuade others to a point of view

- intercultural knowledge and language awareness
  - knowledge of culturally specific aspects in a variety of signed texts
  - use of appropriate facial expression and non-manual features when using timemarkers to indicate past, present and future time
  - knowledge of the impact of technological advances for Deaf people in the last eighty years
  - knowledge of culturally specific aspects of beliefs and attitudes on technological advances for Deaf people

### Progression Point 11.5

At 11.5, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

- communicating in a language other than English
  - use of ideas and different perspectives in conversations and discussions to develop coherent arguments for a particular position
  - use of qualifications, contrasts and alternatives to extend interactions between partners
  - use of familiar signs in new contexts and situations
  - combinations of real, surrogate and topographical space to create narratives, information and extend interactions

- intercultural knowledge and language awareness
  - knowledge of different language functions, contexts and registers, indicating a high level of sociolinguistic competence
  - knowledge and comparison of aspects of a variety of discourse forms through increased cultural awareness
  - knowledge of the rules of different discourse forms that are used to achieve cohesion and coherence
Standards and progression point examples

- incorporation of simple stylistic strategies, such as varying the pace of signing and the rate of fluency
- awareness of transfer errors in own signing
- use of a range of strategies for self-correction
- knowledge of communication strategies that are used to compensate for language gaps or communication breakdowns
- demonstration of metalinguistic strategies such as labelling and classifying signs according to their sign class
- reflection on their own sign production to self-correct and redraft
Appendix 1

Auslan version of Languages Pathway 1

Languages Pathway 1 – Level 4

Communicating in a language other than English

At Pathway 1 Level 4, students participate effectively in signed interactions to convey and receive information. In Sign languages, students demonstrate simple signs and simple signed sequences with attention to accuracy and fluency.

Students show awareness of the language and cultural requirements related to a given topic; they adapt sign and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and build on previously learnt language skills and knowledge in new contexts. They initiate and lead communication and respond to communication initiated by others.

Students apply their knowledge of sign meanings, word associations and cognates to their own work.

Students organise and apply grammatical information and knowledge of signs, undertake basic Internet searching to access Sign Bank, refer to sign dictionaries, video record themselves and use self-assessment on defined projects using the language.

Students use simple signed texts and identify specific items of information, make choices, answer questions and relay information to other participants in a signed exchange. They convey personal or factual information in short, linked sequences. They engage effectively in exchanges to provide and obtain information about everyday activities. They use various information and communications technology applications for recording and conveying signed meaning.

Intercultural knowledge and language awareness

At Pathway 1 Level 4, students apply relevant conversational rules and expectations; for example, those related to politeness. They demonstrate understanding of cultural differences in signing conventions for specific discourse forms by producing equivalent items in different contexts.

Students demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully, or by evaluating and improving a strategy they have tried. They interact with members of the Auslan community as a means of extending their understanding of perspectives on the themes and topics studied in the classroom.

Students identify ways in which the language and culture have impacted on Australians and present information in signed presentations.
Auslan version of Languages Pathway 1

Languages Pathway 1 – Level 5

Communicating in a language other than English
At Pathway 1 Level 5, students recall most of the main ideas, objects and details presented with a topic in the language. They use a range of strategies to assist in developing their expressive and receptive skills.

Students adapt language and gesture appropriately for the role, audience and purpose of the interaction, demonstrating awareness of the cultural and language requirements of a range of situations associated with the topics being studied.

Students participate effectively in interactions such as role-plays and conversations on simple topics. They create simple original text for specific audiences and purposes. They use register appropriately, understanding role shift and the importance of pragmatic features, such as size of signs.

Students critically review their own signing. They create drafts on video and present information in a range of text types.

Students demonstrate understanding of authentic and modified signed texts, including discussions, presentations and conversations emphasising communication between two or more participants. They present and request information and opinions on curriculum topics and topics of interest in class discussions, presentations and conversations, and justify decisions, express personal views and provide advice. They effectively use information and communications technology applications for recording and communicating in signed language.

Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 1 Level 5, students actively participate in the creation and maintenance of the language and cultural ambience in the classroom. They select, interpret and present knowledge about the language and its signers.

Students demonstrate understanding of aspects of receptive and expressive skills by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the users of the language. They interact with a variety of Auslan signers, to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.
Auslan version of Languages Pathway 1

Languages Pathway 1 – Level 6

Communicating in a language other than English
At Pathway 1 Level 6, students identify relevant information and ideas from signed texts. They spontaneously participate in interactions related to a specific topic, and employ insights from previous language learning in signed interactions.

Students effectively discriminate and use prosodic features, such as stress, intensity and inflection. They initiate and maintain interactions to give and receive information and impressions.

Students reproduce the main features of Auslan grammar and identify differences between English and other languages. They identify ways in which intentions and ideas are expressed. They communicate information in signed interactions and presentations, demonstrating careful consideration of the interlocutor’s needs and sensitivity to cultural similarity and differences in meaning and intent.

Students deduce relationships, mood, attitudes and social context from visual stimuli. They identify characteristics in the individual style of signers in relation to the audiences and purposes for a particular text.

Students watch signed texts and effectively extract main ideas and detailed information for use in new contexts.

Students identify opinions, events, roles and themes in descriptive and informative signed texts, and present them in another format in order to provide personal reflection, a solution or a comparison. They synthesise and present information on topics of social and cultural importance in narratives, discussions and conversations in order to persuade an audience of a point of view. They use information and communications technology applications for research and recording and communicating in signed language.
Intercultural knowledge and language awareness

*Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.*

At Pathway 1 Level 6, students demonstrate an awareness of the extent and limitations of the language through creation of realistic applications of knowledge and skills in a range of situations. They demonstrate knowledge of the effect of sign order and context on meaning.

Through accurate and context-sensitive language use, students demonstrate understanding of cultural influences on the ways people behave and use language. They use illustrative examples in the language to explain the differences and similarities between signers.

They demonstrate understanding of language as a complex system through strategies such as reflection, drafting, questioning linguistic relationships, observing and hypothesising. They test the validity of their understanding by referring to other users of Auslan, research and/or observation.

Students contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel through signed presentations. They identify general cultural patterns that flow across specific settings and times. They recognise nuances in meaning and demonstrate an awareness of the dynamic nature of Auslan through the language and mannerisms they use in interactions in a range of cultural settings. They demonstrate an understanding of variations in cultural perspectives between signers in different settings by effectively interacting with members of the Deaf community.