Victorian Certificate of Education

AUSLAN

STUDY DESIGN

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA
State Government

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Auslan
The Auslan study design is modelled on the generic LOTE Framework.

The following agencies have contributed to this document:

Victorian Curriculum and Assessment Authority
Senior Secondary Assessment Board of South Australia
The National Institute for Deaf Studies and Sign Language Resarch, La Trobe University

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2024
Units 3 and 4: 2002–2025

Accreditation period for Units 1 and 2 ends 31 December 2024
Accreditation period for Units 3 and 4 ends 31 December 2025

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied is Auslan, which is the contemporary visual-spatial language of an Australian linguistic minority group, the Australian Deaf community. While it is derived from British Sign Language, Auslan has developed into a unique Australian language characterised by its own grammar and lexicon. Auslan does not have a written form and is a highly contextualised language. Competence in the morphological and syntactic structures of Auslan is expected. Minor regional variations and the value and place of fingerspelling are recognised when used appropriately.

RATIONALE

The study of Auslan contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of a unique Australian cultural community.

The study promotes understanding of different attitudes and values within the wider Australian community and beyond and promotes the language, and cross-cultural understanding.

Increased learning of Auslan by deaf and hearing students facilitates communication between deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of deaf and hearing Australians.

The ability to communicate in Auslan may, in conjunction with other skills, provide students with enhanced vocational opportunities such as teaching the language, teaching deaf children, interpreting, social work, counselling.

AIMS

This study is designed to enable students to:
*   use Auslan to communicate with others;
*   understand and appreciate the cultural contexts in which Auslan is used;
*   understand language as a system;
*   develop cognitive, learning and social skills;
*   apply Auslan to work, further study, training or leisure;
*   use Auslan to meet the demands of different purposes, contexts and audiences;
*   understand the relationship between Deaf and hearing cultures.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

This framework is designed for students who typically will have studied Auslan for some 400 hours at the completion of Year 12. Some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Victorian Curriculum and Assessment Authority will, from time to time, undertake an audit of Auslan to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Auslan the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4   Common areas of study

The areas of study for Auslan comprise themes and topics, grammar, informal (spontaneous) and formal (prepared) signed text types and vocabulary in informal and formal signing contexts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, and signed text types are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

*   The individual
*   The Deaf and hearing communities
*   The changing world

These themes have a number of prescribed topics and suggested sub-topics with which the student will engage in his or her study of Auslan.

The theme 'The individual' enables the student to explore aspects of his or her personal world, for example sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme 'The Deaf and hearing communities' explores topics from the perspective of groups within those communities or the communities as a whole and encourages the student to reflect on his or her own culture and the cultures of others

The theme 'The changing world' enables the student to explore change as it affects aspects of *the world of work* and other topics such as *technology, travel, and social issues*.

The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide students and teachers as to how the topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistics needs and interests of the student.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Deaf and hearing communities	The changing world
• *Personal identity* *For example, deaf/hearing, individuals and groups within the community, multicultural identity, name signs, self-identification, hobbies and personal interests, personal opinions and values, hopes and aspirations.* • *Relationships* *For example, family, education and aspirations, deaf role models.*	• *Lifestyles* *For example, family, teenager life, sport and the Deaf community, rural and metropolitan deaf communities.* • *Arts and entertainment* *For example, Theatre of the Deaf, captioning, The Deaf Club.* • *Development of the Deaf community* *For example, history and traditions, deaf v. Deaf, how Deaf and hearing communities are developed, the role of deaf people in establishing services, Deaf organisations.* • *Values, attitudes, beliefs* *For example, Theatre of the Deaf, captioning, The Deaf Club.*	• *Technology* *For example, communication techniques, amplification.* • *The world of work* *For example, people at work including different types of work, work experience and careers, tertiary options, search for work, job applications and interests.* • *Travel* *For example, making holiday plans, World Federation of the Deaf, other sign language(s), transport.* • *Social issues* *For example, dealing with conflict, discrimination, debate on cochlear implants, gene technologies.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested sub-topics.

SIGNED TEXT TYPES

The student will be expected to be familiar with the following signed text types. Signed text types indicated with an asterisk (*) are those, which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of signed text types in the course of their teaching and learning program. Signed text types are broadly categorised as *informal* when referring to spontaneous communication and as *formal* when describing a prepared communication act.

Account*	Folk tale	Personal profile*
Advice*	Gossip	Play
Analogy	Greeting/leave-taking*	Poem (visual)
Anecdote	Instruction*	Presentation*
Announcement*	Interview*	Private talk
Argument*	Introduction (ritual of)	Procedure
Commentary	Invitation	Rceipe**
Comparison	Itinerary*	Report*
Conversation*	Joke/riddle	Review*
Criticism	List	Speech*
Debate	Message*	Story
Description*	Myth/legend	Summary*
Discussion**	Narrative*	Survey
Explanation*	Negotiation*	Video

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary relevant to the topics prescribed in the study design. The teaching of vocabulary, including fingerspelt lexical items should occur within the appropriate cultural contexts as signs articulated in isolation may differ when articulated in a signed sequence. Examples of signs, compounds, borrowed signs, blends, loan translations and the use of initialisation are given in the *Grammar Video* which accompanies this study design. The *Auslan Study Design: Grammar Video* contains illustrated examples of the vocabulary and grammar which teachers and students are expected to cover.

GRAMMAR

The grammatical structures the student studying Auslan is expected to recognise and use are described, using examples, on the Auslan Study Design: Grammar video. They are also listed below.

The student is expected to recognise and use the following grammatical items:

Sublexical structures of signs

Parameters and formational properties of signs

- handshape
- location
- movement
- orientation
- non manual features, i.e. facial expression, head movement and their important role in Auslan communication

Morphological and lexical structures of signs (types)

Free and fixed signs
* free morphemes, capable of standing alone or occurring on their own in a signed sequence, e.g. HOUSE, BOY, JUMP
* bound morphemes, not capable of occurring on their own in a signed sequence but needing to be accompanied by another morpheme, e.g. classifiers, temporal aspect
* inflection, meaning addition or change to one or more of the formational properties of signs, i.e. movement, location, to incorporate a change in grammatical function

Note: A morpheme is the smallest unit of grammatical meaning.

Adjectives/adverbs
* one-to-one word sign correlation
* signs incorporated into other signs
* signs occurrring in isolation
* realisation of a great deal of the lexical content of the signs through facial expression
* use of facial expression for expanding meaning rather than always relying on the use of discrete signs

Classifier signs

understanding that they do not occur in isolation but are used with the noun referent to which they belong

Descriptive classifiers
* size
* shape
* texture
* arrangement

Note: Size and shape classifiers can refer to tracing, handling or, the articulators assuming some of the physical properties of the referent.

pluralisation through an inflectional process, e.g. reduplication

Proform classifiers
* people
* animals
* vehicle

Pluralisation of classifiers

classifiers are one of the types of signs that can show a plural inflection

Pronominalised signs (pointing signs)
* when referring to people who are present in the signing space (deictic)
* when referring to people who are not present in the signing space but conceived of as if they were present (anaphoric)

The following pronouns realised as pointing signs, Flat B handshape, A fist or pointing:

- personal
- possessive
- reflective
- demonsrative *this, that, those, these, here, there.*

Verbs

Note: The presence of verbs which inflect for case may impact on the syntactical or ganisation of the sentence.

Inflection

Aspect
- temporal aspect (internal time, emphasising that a particular action is completed, ongoing, habitual, repeated, has commenced but has not finished)
- distributional aspect (demonstrating quantification, manner, degree, e.g. EACH, ALL, SOME)

Case

demonstrating the notions of subject-object through inflection realised as a change in either the beginning or the end of the location of the sign; subsequently changing the movement of the sign to reflect the new direction, subject-verb; object-verb

e.g.   GIVE   BLAME
          HELP   SHOW*
          TELL*   CRITICIZE
          TEACH   KISS
          SEE*   ASK*

Note: The signs marked with an * are signs which are anchored to the respective body part for the initial location.

Spatial verbs

agreement with spatial loci found in neutral space or on the body proper rather than with grammatical locations

e.g.   FLY   WASH
          OPERATE   INJECT
          PUNCH   STAB

Compounds or blended signs
e.g. in composed signs such as LOOK AFTER, TEST/EVALUATE

Syntax and discourse

Contextualisation
- signs with different meanings used in dif ferent contexts:
  – use of these signs as separate lexical items
- face-to-face interaction between interlocutors leading to the need for less explicitness by providing ample opportunities for clarification/redundancy

Word order flexibility

- potential flexibility of word order in determining meaning normally dependent on the verb
- relationship between the formation of signs and the way grammatical information is incorporated into signs
- signing in context as ideas expressed may be signed in a number of different ways depending on the context in which they arise

Space

The building of visual pictures through:

- real space, i.e. shared by signer and interlocutor – other space, i.e. other than the real environment of the signer such as topographical, surrogate
- use of different structures depending on which signing space the signer is using
- signing of visual pictures from diagram to reflect different orientations, i.e. transposition.

Topicalisation

Note: Research in this area is in its infancy. However, it is clear that Auslan does demonstrate a tendency towards a topic-comment structure in some constructions.

- use of topic-comment structure in some constructions
- topic used in sentence-initial position
- non-manual markers of a topic, e.g. head nod, pause, raised eyes followed by comment, i.e. TOPIC, NON¬MANUAL MARKER AND COMMENT
- subject–verb order with certain verbs

Note: An alternative structure is subject-verb-object. This may be used with some verbs only . Teachers should be wary of signing everything in subject-verb-object order .

Numerals

The following signs function as numerals:

- cardinal numbers – ordinal numbers, e.g. *first, second*
- clock time
- denoting ages of people
- numbers incorporated in personal pronouns, e.g. TWO OF US
- numbers incorporated in temporal adverbs.

Time marking

- use of time markers rather than tense markers
- appropriate placement of time markers, manual and non-manual
- use of time markers to locate events in time; to distinguish between present time, the distant and recent past, near and distant future
- adverbs of time, *yesterday, recently, past, will, next week*
- timelines
- incorporating dates and events linked to a calendar

The verb, FINISH

Use of the verb in three different ways:

• indicating a past action

• indicating a completed action, e.g. in perfective aspect it is often articulated by a spread handshape making it a compound-like sign

• as a connective, i.e. meaning; 'then' sequencer.

Pluralisation

Note: In Auslan a common way of pluralising nouns is by:

• numerical plurals, e.g. 3 DOG

• reduplication of signs

• numerical adverbs, e.g. MANY, SOME, FEW.

Note: It is not appropriate to add fingerspelt 's' to indicate plurality.

Negation

Auslan has a range of possible negation markers:

• non-manual negation characterised by a headshake which accompanies the signing sequence

• negative adverbs, e.g. NO, NOT YET, NEVER, NOTHING, HAVE NONE

• negative inflection, e.g. DISAGREE, NOT BELIEVE and DON'T WANT.

Note: Non-manual negation can be used in combination with negative adverbs and negative inflections. In Auslan, negative adverbs do not always occur next to the verb. They are frequently placed at the end of the signed sequence.

Signing sequences

combining signs to form longer sign sequences and the rules which govern their formation

Questions

• use of appropriate non manual markers such as facial expression and body shift

• yes/no questions

• WH/open information questions

Statements
• declarative

• imperative

• conditional, e.g. *if, pretend*
  – non manual markers of conditionals

Complex sentences

formulating complex sentences by using WH signs to link the two separate clauses including the following WH signs:

WHO	WHEN
WHERE	WHAT
WHY	WHICH
HOW	

Fingerspelling

- use of two-handed fingerspelling system for names of people, countries, cities, place-names
- when there is no sign and the message cannot be conveyed by any other means
- traditional fingerspelt words which over time have become a single sign (lexicalisation), e.g. CREAM, SHOES, WEAK
- importance of fluid patterns of movement rather than speed in relation to fingerspelling (this fluidity is another example of assimilation).

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 11–17 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a signed exchange relating to areas of personal experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- communicate in signed form;
- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions appropriate to the topic area;
- apply generally accepted conventions of the selected signing contexts for informal communication such as conversation, discussion;
- use a range of question and answer forms;
- link and sequence ideas and information;
- initiate, maintain and close a signed exchange, for example engage interest through content and delivery, self correct/rephrase;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn-taking;
- deal with unfamiliar vocabulary and structures, for example ask for repetition and clarification.

Outcome 2

On completion of this unit the student should be able to view signed texts, and extract information.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- recognise and use vocabulary, structures and content related to topics studied;
- recognise common patterns of signed information, related signs, grammatical markers, and use these to infer meaning;

- identify key signs and signed sequences;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specified detail;
- establish and confirm meaning through, for example rephrasing using appropriate question forms;
- identify the purpose of signed texts.

Outcome 3

On completion of this unit the student should be able to respond personally to real or imaginary experiences relating to everyday situations.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use connectives to link ideas;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials, for example a signed interview with a deaf person, video report;
- identify main ideas, events and resource/sequence action from signed sequences;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the context, purpose and audience described;
- infer ideas and feelings from signed discourse.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both receptive and expressive skills are assessed, although not necessarily as separate activities. For example, one task such as an interview with a deaf person may be used to simultaneously assess receptive as well as expressive skills.

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A total of four tasks should be selected from those listed below.

Outcome 1:
•   informal conversation and participation in greeting and leave-taking routines
or
•   response to an account or message and participation, where relevant, in greeting and leave taking routines.

Outcome 2:
•   view signed texts such as conversations and interviews, to obtain specific information
and
•   view signed texts and retell/rephrase
or
•   view signed texts such as directions and advice, and decide on an appropriate course of action.

Outcome 3:
•   participate in a personal or imaginative signed presentation
or
•   sign an announcement or explanation.

It is expected that the student responds in Auslan to all assessment tasks that are selected.

All tasks should be digitally recorded.

Unit 2

OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- apply the conventions of relevant signed text types and contexts such as informal conversation;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement, and reach decisions;
- link and sequence ideas and demonstrate expression;
- initiate, maintain, direct as appropriate, and close an exchange related to negotiation/ transaction, persuasion;
- use stylistic features such as repetition and exaggeration to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described;
- plan and rehearse signed texts, for example preparing arguments and strategies for negotiation.

Outcome 2
On completion of this unit the student should be able to view signed texts, extract and use information.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as interview, report;

- use stylistic features such as contrast and repetition;
- infer and convey meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different signed texts;
- infer point of view, opinions and ideas;
- provide personal comment/perspective on aspects of the discourse.

Outcome 3

On completion of this unit the student should be able to express and convey real or imaginary experiences relating to a range of situations.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- use a range of vocabulary and expressions appropriate to the topic(s) and contexts;
- use stylistic techniques such as repetition, questions and exclamations;
- structure signing to sequence main ideas/events and develop ideas logically;
- vary language for audience, context and purpose;
- apply the conventions of relevant signed text types such as personal account, interview, narrative;
- sequence main ideas/events/characters and develop ideas appropriately;
- give signed texts a particular flavour, for example create suspense by using simple rhetorical devices such as repetition, questions, exclamations;
- select and use reference materials;
- revise and edit recorded drafts.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning tasks. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both receptive and expressive skills are assessed, although not necessarily, as separate activities. For example, one task such as an interview with a deaf person, may be used to simultaneously assess receptive as well as expressive skills.

A total of four tasks should be selected from those listed below.

Outcome 1:
• informal and formal conversation in a social situation; real or simulated

or

• suggest a possible course of action or give advice and discuss options leading to an agreement.

Outcome 2:
• view signed texts such as narratives and conversations and provide personal comment

and

• view at least two different signed text types and reorganise information

or

• identify similarities and differences in signed texts.

Outcome 3:
• create a personal account

or

• sign a narrative and participate in a conversation.

It is expected that the student responds in Auslan to all assessment tasks selected.

All tasks should be digitally recorded.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 11–17 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to exchange information, opinions and experiences in informal contexts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use grammatical conventions related to exchanging opinions and ideas in informal contexts;
- present and comment on information;
- use techniques for extracting information and for clarifying and commenting on topics;
- use fillers, affirming phrases and non-manual expressions related to exchanging information;
- use cultural conventions related to informal contexts.

Outcome 2

On completion of this unit the student should be able to analyse and use information from a range of signed texts to create original informal signed texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify and apply the conventions of informal discourse;
- infer point of view, opinions and ideas, attitudes and emotions from linguistic and contextual features;
- summarise, explain and contrast ideas and information from different signed texts;
- extract, classify and reor ganise information from a variety of informal signed texts on a given topic;
- apply knowledge of grammatical conventions;
- apply knowledge of cultural conventions;
- infer and convey meaning from linguistic and contextual features.

Outcome 3

On completion of this unit the student should be able to express and convey ideas through informal signed texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create and participate in personal, informative, narrative, evaluative or persuasive signed discourse;
- create and participate in signed texts;
- use structures related to explaining, comparing and connecting past, present and future, ideas, events and experiences;
- simplify, paraphrase or reorganise more complex ideas;
- use cultural conventions related to conveying and expressing ideas;
- vary language for context, purpose and audience;
- use a range of grammatical techniques such as spatial mapping to comment on events or ideas.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Victorian Curriculum and Assessment Authority. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Exchange information, opinions and experiences in informal contexts.	Participate in a 4–5 minute informal discussion using information from different sources to explain and justify an opinion.	20
Outcome 2 Analyse and use information from a range of signed texts to create original informal signed texts.	Review at least two signed texts to provide commentary or to relay complex messages.	15
Outcome 3 Express and convey ideas through informal signed texts.	Provide instructions to peers such as • directions to a particular location or • comment on an itinerary.	15
	Total marks	50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

It is expected that the student responds in Auslan to all assessment tasks selected.

All tasks should be digitally recorded.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 11–17 of this study design.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to exchange information, opinions and experiences in formal contexts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use grammatical conventions related to exchanging opinions and ideas in formal contexts;
- use examples and reasons to justify points of view;
- use techniques for extracting information and clarifying and commenting on topics;
- maintain, direct and close an exchange related to formal interaction;
- compare and contrast aspects of formal exchanges;
- use cultural conventions related to formal contexts.

Outcome 2

On completion of this unit the student should be able to analyse and use information from a range of signed texts to create original formal signed texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify and apply the conventions of formal signed texts;
- infer point of view, opinions and ideas, attitudes and emotions from linguistic and contextual features;
- summarise, explain and contrast ideas and information from different signed texts;
- extract, classify and reorganise information from a variety of signed texts on a given topic;
- apply knowledge of grammatical conventions;
- apply knowledge of cultural conventions;
- infer and convey meaning from linguistic and contextual features.

Outcome 3

On completion of this unit the student should be able to express and convey ideas through formal signed texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• create a personal informative or evaluative formal signed text;

• use structures related to explaining, comparing and connecting past, present and future, ideas, events and experiences;

• simplify, paraphrase or reorganise more complex ideas;

• use cultural conventions related to conveying and expressing ideas;

• vary language for context, purpose and audience;

• use a range of grammatical techniques such as spatial mapping to comment on events or ideas.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Victorian Curriculum and Assessment Authority. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Exchange information, opinions and experiences in formal contexts.	Participate for between 3–5 minutes in a formal debate, meeting or interview, focusing on an exchange of ideas.	15
Outcome 2 Analyse and use information from a range of signed texts to create original formal signed texts.	View two related signed texts, summarise information and rephrase for a class presentation.	15
Outcome 3 Express and convey ideas through formal signed texts.	Provide a 4–5 minute sustained explanation on a given topic.	20
	Total marks	50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

It is expected that the student responds in Auslan to all assessment tasks selected.

All tasks should be digitally recorded.

End-of-year examinations

The end-of-year examinations are:

- ain interactive sign examination
- a sign comprehension and sign production examination.

Interactive sign examination (approximately 15 minutes)

Purpose

The interactive sign examination is designed primarily to assess the student's knowledge and skill in using Auslan for conversation, reporting and discussion purposes. It relates to all outcomes.

Specifications

The interactive sign examination has two sections.

Section 1: Conversation and discussion (approximately 7 minutes)

The examination will begin with introductions and a conversation between the student and the examiner(s). It will consist of an informal conversation about the student's personal world, e.g. life, family and friends, interests and aspirations and current events. It will be followed by an informal discussion expanding on one or more of these areas.

Section 2: Presentation and response (approximately 8 minutes)

Following the informal conversation and informal discussion the student will indicate to the examiner(s) the topic chosen for presentation and response from the student's area of interest.

The student may support the Presentation (3 minutes) and Response (5 minutes) with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. Upon completion of the Presentation, the student will respond to questions raised on the presentation by the examiners.

Sign Comprehension and Sign Production examination (2 hours plus 10 minutes reading/viewing time)
The student may use a bilingual print dictionary in the examination.

Section 1: Watching and responding to informal signed texts *(the use of the term informal signed texts here refers to spontaneous communication, namely that which is not normally recorded)*
Purpose
Section I of the Sign Comprehension and Sign Production examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from informal signed texts.

Specifications
Section 1 of the Sign Comprehension and Sign Production examination, will be related to one or more of the prescribed themes.

The student will observe an informal signed discourse. This signed discourse will be a DVD recorded performance. The duration of this signed discourse will be 5–7 minutes. The student will have an opportunity to observe this performance three times. There will be a two-minute pause between each performance during which the student may take notes.

The student will be expected to respond in Auslan to a set task, for example responding to a message or an announcement. The length of the response will be 2–3 minutes.

The questions will be available to the student on DVD in Auslan and written in English.

Section 2: Watching and responding to formal signed texts *(the use of the term formal signed texts here refers to a communicative act prepared prior to presentation)*
Purpose
Section 2 of the Sign Comprehension and Sign Production examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from formally signed texts.

Specifications
The student will watch a pre-recorded formal signed discourse. The duration of the signed discourse will be 3–5 minutes. The student will be required to produce a response in Auslan to the signed text. The task will specify a purpose, context and audience. The length of the response will be approximately 3–4 minutes.

UNIT *4*

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a signed exchange relating to areas of personal experience.	Participate in informal conversation and participate in greeting and leave-taking routines. or Respond to an account or message and, where relevant, participate in greeting and leave-taking routines.	**1** Participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations.	Participate in an informal and a formal conversation, in a social situation, real or simulated or Suggest a possible course of action or give advice and discuss options leading to an agreement**.**
2 View signed texts and extract information.	View signed texts such as conversations and interviews to obtain specific information. and View signed texts and retell/ rephrase. or View signed texts such as directions and advice, and decide on an appropriate course of action.	**2** View signed texts, extract and use information.	View signed texts such as narratives and conversations and provide personal comment. and View at least two different signed text types and reorganise information. or Identify similarities and differences in signed texts.
3 Respond personally to real or imaginary experiences relating to everyday situations.	Participate in a personal or imaginative signed presentation. or Sign an announcement or explanation.	**3** Express and convey real or imaginary experiences relating to a range of situations.	Create a personal account. or Sign a narrative. and Participate in a conversation.

All task responses for Units 1 and 2 should be 2–4 minutes in length.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Exchange information, opinions and experiences in informal contexts.	Participate in a 4–5 minute informal discussion using information from different sources to explain and justify an opinion.	**1** Exchange information, opinions and experiences in formal contexts.	Participate for between 3–5 minutes in a formal debate, meeting or interview focusing on an exchange of ideas.
2 Analyse and use information from a range of signed texts to create original informal signed texts.	Review at least two signed texts to provide commentary. or Relay complex messages.	**2** Analyse and use information from a range of signed texts to create original formal signed texts.	View two related signed texts, summarise information and rephrase for a class presentation.
3 Express and convey ideas through informal signed texts.	Provide instructions to peers, such as directions to a particular location, or comment on an itinerary.	**3** Express and convey ideas through formal signed texts.	Provide a 4–5 minute sustained explanation on a given topic.

All task responses for Units 3 and 4 should be 3–5 minutes in length.

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		**Interactive sign examination**	
Participate in an informal discussion using information from different sources to explain and justify an opinion.	9	Conversation and discussion	8
Review a range of signed texts to provide commentary or to relay complex messages.	8	Presentation and response	7
Provide instructions to peers, such as directions to a particular location.	8		
Unit 4		**Sign Comprehension and Sign Production examination**	
Participate in a formal debate, meeting or interview focusing on an exchange of ideas.	8	Watching and responding to informal signed texts to create original informal signed texts.	17
View two related signed texts, summarise information and rephrase for a class presentation.	8	Watching and responding to formal signed texts to create original formal signed texts.	18
Provide a sustained explanation on a given topic.	9		

UNIT 4

Overall contribution of school-assessed coursework and end-of-year examinations	%
Extracting and using information to create original informal signed texts	32.5
Extracting and using information to create original formal signed texts	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills, which relate to the outcomes.

Teachers develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Methodology and teaching programs will need to reflect students' varied skills, abilities, language experiences and backgrounds. They must also reflect the accumulative and continuous nature of language learning.

The language interaction in the classroom should reflect the use of Auslan in the Deaf community with the opportunity for a wide variety of naturally occurring communication situations. The student should be encouraged and supported to use Auslan in a range of familiar and unfamiliar contexts. The experiences provided should enable the student to extend their knowledge both of Auslan and Deaf culture.

Classroom interaction must be structured to ensure that there are numerous opportunities, including those provided by communications technology, for the student to interact with other students, the teacher and other signers of Auslan. The participation of native signers of Auslan will also serve to provide linguistic and cultural role models for students. The teacher should maximise the opportunities for the use of Auslan in the classroom, school, local and wider community. English should be used only in a supplementary capacity, for example written texts discussing history or culture activities.

There are many ways of organising programs based on this study design, such as themes, topics or signed text types. Teaching programs should identify clear sequential tasks preceded by guided interactive activities, which reflect the functional nature of the language.

The teaching of grammar should be integrated into the learning-teaching program. In some situations an emphasis on the teaching of specific aspects of grammar may be necessary.

Teachers should structure the learning-teaching program to incorporate opportunities for students to take responsibility for their own learning. The student needs to learn to be a successful independent learner and to recognise and acknowledge the rights and obligations of all those involved in the learning and teaching experience.

STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Auslan, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks.

Unit 1

Theme

The individual

Topic

Relationships: the family

Grammar

Descriptive classifiers, comparatives (older/younger), sequencing, pronominalisation, pluralisation the verb HAVE as an existential marker

Signed text types

Personal account, description, interview

Cultural focus

Genetic deafness, important deaf families in Victoria, deaf relatives, deaf acquaintances

Examples of learning activities

focus on a famous family or teacher – model a description and brief account of family relationships

students prepare and deliver a brief account of their own family, detailing the following:

- **relationships**
- **position**
- **physical descriptions**

Example assessment task

Class members interview each other about their family member and providing an account **of his/her respective families, describing the most eccentric unusual behaviour. (Outcome 2, Part 1 or Outcome 3)**

Unit 1

Theme

The individual

Topic

Relationships: the family

Grammar

Timelines, time marking (ages)

Signed text types

Personal account

Cultural focus

Age at onset of deafness, causes of deafness

Examples of learning activities

students provide a detailed account of their early childhood, including identification of important milestones to date

Example assessment tasks

Personal signed presentation. (Outcome 3)

Unit 1

Theme

The individual

Topic

Relationships: the family

Grammar

Noun/verb pairs, sequencing, time marking, verb inflection

Signed text types

Video

Cultural focus

The impact of technology on the daily life of a family with a deaf member

Examples of learning activities

watch a signed text showing a family interacting

describe/explain the daily activities of family members

Example assessment tasks

View signed text(s) and retell/rephrase by answering questions. (Outcome 2,Task 1)

Unit 2

Theme

The Deaf and hearing communities

Topic

Sport

Grammar

Sequencing/listing, numerals
Interview related grammar and YES/NO
questions

Signed text types

Video 'Sport and the Australian
Deaf community' (NIDS) Interview,
conversation, discussion

Cultural focus

Sport and the Deaf community

Examples of learning activities

view an informal signed narrative, extract and use
information for subsequent activity

students invite and interview a famous deaf sports
person

Example assessment task

Participate in an informal conversation, real or simulated, focusing on the famous deaf sports
person's visit. (Outcome 1,Task 1A)

Unit 2

Theme

The Deaf and hearing communities

Topic

Sport: sporting events

Grammar

Space, pronominalisation, time marking, noun/verb pairs, pluralisation of classifiers

Signed text types

Comparison, narrative/account, report

Cultural focus

World Deaf Games (CISS)

Examples of learning activities

compare important sporting events in the deaf and hearing worlds, e.g. the Olympics, the World Deaf Games, the Paralympics

focus on individuals – students research the accomplishments of their favourite sportsperson and report to class

Example assessment task

Summarising and reorganising information from different sources. (Outcome 2, Task 2)

Signed presentation based on own research. (Outcome 2, Task 1 or Task 2)

Unit 3

Theme

The changing world

Topic

Technology in the workplace

Grammar

Questions, turn-taking routines, affirmation techniques

Signed text types

Interview

Cultural focus

TTY, email, SMS, national relay service, captioned television

Examples of learning activities

students interview a deaf person to investigate how technology has impacted on their work.

watch a video debate on the topic of news captioning versus interpreting (ATRAC)

Example assessment tasks

Students give personal commentary. (Outcome 2, Task 1)

Unit 3

Theme

The changing world

Topic

Searching for work: job applications

Grammar

Questions, turn-taking, simple declarative sentences, imperatives, sequencing, negation – manual and non-manual, affirmation

Signed text types

Interview, instruction

Cultural focus

Deaf employment agencies, working for deaf organisations, e.g. VicDeaf, VSDC, VCOD etc., using interpreters effectively

Examples of learning activities

guest speaker from a Deaf Employment Agency

students work in groups to gather information needed for résumés

students work in groups to fill in a job application form

job interview role-play in pairs

Example assessment tasks

Report. (Outcome 2, Task 1)

Unit 3

Theme

The Deaf and hearing communities

Topic

Deaf history

Grammar

Time marking including timelines, lexical time signs, etc., sequencing, non-manual markers (facial expression), noun/verb pairs, topicalisation, role shift, classifiers

Signed text types

Report, discussion, presentation, narrative, explanation, personal profile

Cultural focus

Deaf people and their lives

Examples of learning activities

deaf convicts, students research and report on Betty Steel, each student focusing on a different phase in her life

deaf pioneers – each student views at least two signed texts on a different deaf pioneer

Example assessment tasks

Student creates a timeline, identifying the role of each pioneer through history. (Outcome 3)

Unit 4

Theme

The changing world

Topic

People at work: different careers

Grammar

Topicalisation (topic/comment), space, descriptive and proform classifiers, role shift, noun/verb pairs

Signed text types

Presentation, report, discussion

Cultural focus

Sign language interpreters

Examples of learning activities

in groups, students research jobs related to different sectors, e.g. hospitality, information technology, health, education, etc.

students explain their own aspirations

Example assessment tasks

Class presentation about research findings including a sustained explanation of one career. (Outcome 3)

Unit 4

Theme	**Examples of learning activities**

Theme

The Deaf and hearing communities

Topic

Language and education

Grammar

Fingerspelling – fluency, patterning, lexicalisation, initialisation, turn-taking, complex sentences including WH words as conjunctions
Time marking including timelines

Signed text types

Debate, summary, criticism, argument, instruction

Cultural focus

Milan International Congress of Educators of the Deaf 1880, deaf/blind communication

Examples of learning activities

focus on different types of communication, oral versus manual controversy

class discussion on the history of sign language, famous educators of the deaf and their contribution to sign language

lecture on different forms of fingerspelling followed by a range of fingerspelling activities

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Example assessment task

Debate. (Outcome 1)

Summary. (Outcome 2)

Sustained explanation on fingerspelling activities. (Outcome 3)

Unit 4

Theme

The Deaf and hearing communities

Topic

Australian Indigenous Sign Languages

Grammar

Vocabulary – frozen and productive signs, contextualisation, classifiers

Signed text types

Discussion, explanation, report

Cultural focus

The problems faced by deaf Indigenous Australians, medical and social

Examples of learning activities

compare the lexicons of Auslan and Australian Indigenous Sign Languages

examine the contexts of use of Australian Indigenous Sign Languages such as ceremonies, signed narratives, hunting, periods of mourning, etc.

Example assessment task

Student creates a glossary of similar and dissimilar signs and provides a sustained explanation. (Outcome 3)

Student explores different contexts and provides a class report.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

DICTIONARIES FOR STUDENT USE

Bernal, B & Wilson, L (eds) 1998, *VSDC Auslan Dictionary*, VSDC Services for Deaf Children, Melbourne.

DICTIONARIES FOR TEACHER USE

Bernal, B & Wilson, L (eds) 1998, *VSDC Auslan Dictionary*, VSDC Services for Deaf Children, Melbourne.

Johnson, T (ed.) 1998, *Signs of Australia – A New Dictionary of Auslan*, North Rocks Press, Sydney (seminal linguistics dictionary of Australian sign; also available on CD-ROM).

Parker, P & Schembri, A (eds) 1996, *Technical Signs for Computer Terms*, North Rocks Press, Royal New South Wales Institute for Deaf and Blind Children, Sydney.

Spicer, P & Rogers, I (eds) 1989, *Technical Signs for Mathematics*, NSW Department of Technical and Further Education, Sydney.

REFERENCES AND RESOURCES FOR TEACHERS

i. Print Resources

Branson, J & Miller, D 1995, *The Story of Betty Steele*, Deafness Resources Australia, Sydney.

Carty, B 1992, *National Directory-Organisations of and for Deaf and Hearing Impaired People in Australia*, Deafness Resources Australia, Sydney.

Carty, B, Neale, J & Power, D 1997, *Deaf Studies Program P–7* (includes Teacher's Guide, Teaching Program, Student Resource Book, Teaching Videotapes covering all levels).

Hyde, M & Power, D, *The Use of Australian Sign Language by Deaf People*, Griffith University Press, Brisbane.

Heritage in Our Hands-Stories of the Deaf Community of New South Wales, 1989, Adult Education Centre for Deaf and Hearing Impaired Persons Inc., (stories to accompany videos).

Kyle, J & Wall, B 1985, *Sign Language – The Study of Deaf People and their Language*, Cambridge University Press, New York.

Miles, D 1988, *British Sign Language – A Beginner's Guide*, BBC Books, London.

Neale, J M 2000, *An Annotated Bibliography of Current Research on Educating Deaf Students Bilingually*, Griffith University Press, Brisbane.

Power, D, *Early Communication and the Development of Deaf Children*, Griffith University Press, Brisbane.

Power, D 1996, *Language, Culture and Community-Deaf People and Sign in Australia*, Griffith University Press, Brisbane.

Power, D & Hyde, M, *Multisensory and Unisensory Approaches to Communicating with Deaf Children*, Griffith University Press, Brisbane.

Power, D 1994, *Communicating with Deaf Students – Signing, Talking and Listening*, Griffith University Press, Brisbane.

Schembri, A 1996, *The Structure and Formation of Signs in Auslan*, Renwick College Monograph, North Rocks Press, Sydney .

TAFE Frontiers 1999, *Australian Deaf History*, TAFE Frontiers, Melbourne.

World Around You, Gallaudet University, Washington, DC.

ii. Videos

Australian Association of the Deaf 2000, *Diversity and Unity, XIII World Congress of the World Federation of the Deaf*, Brisbane, 1999, AAD, Sydney.

Australian Association of the Deaf 2000, *Opening Ceremony of the XIII World Congress of the World Federation of the Deaf*, Brisbane, 1999, AAD, Sydney.

Australian Association of the Deaf 2000, *Blue Ribbon Ceremony, XIII World Congress of the World Federation of the Deaf*, Brisbane, 1999, AAD, Sydney.

Australian Communication Exchange, 2000, *Go Ahead: Telephone Access at Your Fingertips*.

Australian Communication Exchange, 2000, *Using TTYs and the National Relay Service* (Video and Manual).

Kelston Deaf Education Centre, 1997, *Storytime in Sign*, Video 1, Video Campus Ltd., Productions, New Zealand.

Kelston Deaf Education Centre, 1997, *Storytime in Sign*, Video 2, Video Campus Ltd., Productions, New Zealand.

Marcom Projects, 2000, *Sound and Fury*, SBS, Longholm, Queensland.

Telecom, *Understanding Auslan-Australian Sign Language*, Fresh Films, Melbourne.

VSDC Services for Deaf Children, 2000, *Auslan for Families*, Episodes 1–5, Chisholm Institute, Melbourne.

VSDC Services for Deaf Children, 2000, *Auslan for Families*, Episodes 1–5, Vocabulary, Chisholm Institute, Melbourne.

Videos from Specific Production Houses

Australian Training Products:

Auslan Deaf Culture and Community
Forum on Deaf Issues
Language and Culture: Episodes 1–5
Language and Culture: Episodes 1–5: Teacher's Guide
Language and Culture: Episodes 1–5: Learner's Workbook

Centre for Deaf Studies and Research, Griffith University, QLD:

A Piece of Cake – Communicating with Deaf People, Video and Manuals, 1993
Deaf Festival, Brisbane, 1992
Signs of Language: Australian Sign Language, 1992
Signs of Life: Australia's Deaf Community, 1989
Sign to Voice-Interpreting: Skill Development Kit, Stages 1–4, 1992
Understanding Hearing Loss – A Video Simulation of Hearing Loss, 1991
Unit 1: Introduction to Deaf Studies, Deaf Studies Program, 1997

Deafness Resources Australia, Sydney:

Aqualine, Carol Lee, *Working with an Interpreter*, 1987
Auslan Bible, 1999
Auslan Practice Video – Vocabulary and Sentences for Auslan I, 1998
Deaf Studies Program Unit 1 – Introduction to Deaf Studies, 1997
Heritage in Our Hands – Stories of the Deaf Community of New SouthWales, Adult Education Centre for Deaf and Hearing Impaired Persons, 1989
Ripley, S, *Deaf Culture*, 1987
Talking Hands; Noisy Lives, c.1991
Time to Learn – Deaf and Hearing Impaired Children – Educational Video

National Institute for Deaf Studies and Sign Language Research Publications, La Trobe University, Melbourne:

Animal Families (Video; Teacher Text; Student Workbook), 1995
Cameos for Storytelling, 1995
Contextualisation in Auslan, 1995
Fingerspelling in Auslan, Student Exercises, Video 1, 1995
Fingerspelling in Auslan, Student Exercises, Video 2, 1995
Food and Health in Multicultural Australia (Video; Teacher Text; Student Workbook), 1995
Gold in Australia (Video; Teacher Text; Student Workbook), 1995
Introduction to Auslan I, 2nd edition, 1995
Introduction to Auslan II, 1995
Lake Park, 1995
Melbourne in the First Fifty Years (Video; Teacher Text; Student Workbook), 1995
Auslan Anecdotes, Myths, Legends, Tales and Other Stories, 1995

Storytelling in Auslan-Beginners
Storytelling in Auslan for Young People I
Storytelling in Auslan for Young People II
Storytelling in Auslan-Intermediate
Storytelling in Auslan-Advanced
The Use of Space in Auslan
Time, Topicalisation and Roleshift
Understanding Classifiers in Auslan

Sign-on Programs from the SBS Television Series 1–6, 1995
Sign-on Programs from the SBS Television Series 7–12
Sign-on Programs from the SBS Television Series 13–26 (1–7)
Sign-on Programs from the SBS Television Series 13–26 (8–14)

Branson, J 1993, *The F J Rose Oration*
Deaf Students at La Trobe University, 2000
Sport and the Deaf Community, 1995
The Victorian College for the Deaf, 1995

TAFE Frontiers:

Deaf Culture and Community Jokes
Deaf Culture and Community 3
Language and Culture: Episodes 1–9
Language and Culture: Episodes 1–9, Teaching Guide
Language and Culture: Episodes 1–9, Learner's Guide
Language and Culture: Episodes 10–13
Language and Culture: Episodes 10–13, Teaching Guide
Language and Culture: Episodes 10–13, Learner's Guide
Language and Culture: Episodes 14–17
Specialised Language: Education Specialised Language: Employment
Specialised Language: Finance Specialised Language: Government
Specialised Language: Law
Specialised Language: Medical/Health Specialised Language: Meetings
Specialised Language: Sport

ORGANISATIONS

ACT Deafness Resource Centre

Australian Association of the Deaf

Australian Association of Teachers of the Deaf

Australian Association of Workers with the Deaf (AAWWD)

Australian Caption Centre

Australian Communication Exchange

Australian Deaf Blind Council

Australian Deaf Sports Federation Ltd

Australian Deafness Research Foundation

Australian Federation of Deaf Societies

Australian Hearing Services

Australian Rehabilitation Services Division

Australian Sign Language Interpreters Association

Australian Theatre of the Deaf

Catholic Association for Deaf and Hearing Impaired People of Australia

Deafness Forum

Deafness Foundation (Victoria)

Deaf Society of New South Wales

Deafness Resources Australia

Flinders University of South Australia

Gallaudet University (see also Galludet College)

Griffith University

National Institute for Deaf Studies and Sign Language Research (La Trobe University)

National Relay Service

Parents of Hearing Impaired Children – National Network

Renwick College

Royal South Australian Deaf Society

South Australian Deaf Recreation Association

South Australian Association of the Deaf

Telecommunication Equipment Access Program

Vicdeaf

Victorian Council of Deaf People

VSDC Services for Deaf Children

Please note: This is not an exhaustive list of organisations that provide services to deaf people. Many of these organisations produce regular newsletters. Contact them individually and ask to be placed on their mailing list.

CONTACTS

Australian Training Products Ltd.
GPO Box 5347BB
Melbourne Vic 3001
Tel: (03) 9630 9836
Fax: (03) 9639 4684
Email: atp@anta.gov.au

Centre for Deafness Studies and Research, Griffith University
Faculty of Education
Griffith University Qld 4111
Email: margaretr-acc@nmit.vic.edu.au

Deafness Resources Australia
33 Argyle Street
Parramatta NSW 2150
Tel: (02) 9204 2970 (Voice) (02) 9204 2993
Fax: (02) 9204 2972
Email: dra@aceinfo.net.au

National Institute for Deaf Studies and Sign Language Research
La Trobe University
Plenty Road
Bundoora Vic 3038
Tel: (03) 9479 2283
Fax: (03) 9479 3074
Email: h.pausacker@latrobe.edu.au

Renwick College
Private Bag 29
Parramatta NSW 2124
Tel: (02) 9872 0303 (V/TTY)
Fax: (02) 9873 1614
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Email: info@tafefrontiers.com.au
Website: www.tafefrontiers.com.au

WEBSITES

Australian Association of the Deaf
www.aad.oprg.au

Australian Caption Centre
www.auscap.corn.au

Australian Deaf Sports Federation
http://deafsports.org.au

Australian Deaf Societies
www.aad.org.au

Deafness Forum
www.ozemail.com.au/~deaforum/

Deafness Resources Australia
www.aceinfo.net.au/Pages/DRA/dra.html

Griffith University
www.edu.gu.edu.au/general/cdst/home.htm

La Trobe
http://spider.lib.latrobe./edu.au/reference/vf-deafstud.html

Victorian Council of Deaf People
www.aad.org.au

Vicdeaf
www.vicdeaf.com.au

VSDC Services for Deaf Children
www.vdsc.org.au

THE INDIVIDUAL

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)

Sign-on Videos 1–6, 7–12, 13–26 (17), 13–26 (8–14), NIDS

Deaf Studies Program P–7, DRA

Sign to Voice Interpreting Skill Development Kit Stages 1–4, Griffith University Press

Personal identity

As above

Relationships

*Auslan Anecdotes, Myths, Legends, Tales and Other Storie*s, NIDS (relevant material in each of the videos in the series)

Auslan for Families, VSDC

Careers For Storytelling, NIDS

Heritage in Our Hands, DRA

Introduction to Auslan II, NIDS

Language and Culture, Video Episodes 1–17, ATP and TAFE Frontiers

Talking Hands; Noisy Lives, DRA

THE DEAF AND HEARING COMMUNITIES

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)
> *Deaf Culture and Community*, ATP
> *Deaf Culture and Community*, DRA
> *Deaf Culture and Community III*, ATP
> *Deaf Students at La Trobe University*, NIDS
> *Deaf Studies Program P–7*, DRA
> *Heritage in Our Hands*, DRA
> *Introduction to Auslan II*, NIDS
> *Lake Park*, NIDS
> *Language and Culture Video Episodes 1–17*, DRA
> *Sign to Voice Interpreting Skill Development Kit, Stages 1–4*, Griffith University Press

Lifestyles

Deaf Festival, Griffith University Press

Deaf Students at La Trobe University, NIDS

Food in Multicultural Australia, NIDS

Heritage in Our Hands, DRA

Sign-on, (all episodes), NIDS

Specialised Language, Sport Video, TAFE Frontiers

Sport and the Deaf Community, NIDS

Talking Hands; Noisy Lives, DRA

The Victorian College for the Deaf, NIDS

Arts and entertainment

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)

Deaf Culture and Community Jokes, TAFE Frontiers

Deaf Festival, Griffith University Press

Sign-on (all episodes), NIDS

Time to Learn – Deaf and Hearing Impaired Children's Educational Video, DRA

Toddies Tales, Video 1, DRA

Development of the Deaf community

A Piece of Cake: Communicating with Deaf People, Griffith University Press

Auslan Deaf Culture and Community, ATP

Australian Deaf History, TAFE Frontiers

Heritage in Our Hands, DRA

Signs of Language-Australian Sign Language, Griffith University Press

Signs of Life-Australia's Deaf Community, Griffith University Press

Sign-on (all episodes), NIDS

Talking Hands; Noisy Lives, DRA

The F J Rose Oration NIDS

The Story of Betty Steele, DRA

Values, attitudes, beliefs

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)

Blue Ribbon Ceremony, World Congress of the Deaf, Brisbane, AAD Diversity and Unity, World Federation of the Deaf, AAD

Language and Culture Episodes 1–17, ATP and TAFE Frontiers Opening Ceremony of the World Federation of the Deaf Congress, Brisbane, AAD

Sign-on (all episodes), NIDS

THE CHANGING WORLD

Technology

Australian Community Exchange National Relay Service

Go Ahead – Telephone Access at Your Fingertips

Now We're Talking – The National Relay Service, Open Channel Co-operative

No Worries, No Hassles, Mile Post Productions

Sound and Fury, SBS Television

Understanding Hearing Loss: A Video Simulation of Hearing Loss, Griffith University Press

Using TTYs and the National Relay Service

The world of work

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)

Breaking Through- Successful Young People at Work, NSW Institute of Technology

Making the Move, Northern Melbourne Institute of TAFE

Sign to Voice Interpreting Skill Development Kit 1–4, Griffith University Press

Specialised Language series (*Education, Employment, Finance, Government, Law, Medical/Health*)

Travel

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS (relevant material in each of the videos in the series)

Sign to Voice Interpreting Skill Development Kit 1–4, Griffith University Press

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Social issues

Auslan Anecdotes, Myths, Legends, Tales and Other Stories, NIDS
(relevant material in each of the videos in the series)

Auslan Deaf Culture and Community, ATP

Sound and Fury, SBS Television