**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

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An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

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| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** | | |
| **Context:**  Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.  The content descriptions explicitly covered will be:  Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)  Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  *Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  *Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:**   * identify information and services in their local community and make some recommendations about their suitability for young people * identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.   *Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN Second Language F-10 Sequence *toward* Level 2 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Auslan Level 2 Achievement Standard** |
| In **Auslan**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). * They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. * They express likes, dislikes and feelings using lexical signs and affective NMFs. * They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. * They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. * They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. * Students demonstrate simple procedures using known signs, gestures, objects and list buoys. * They recount and sequence shared events using familiar signs and visual prompts. * They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. * They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan. * Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. * They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. * They know that locations of signs can be modified to change meaning, for example when pointing to people. * They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN Second Language F-10 Sequence *toward* Level 4 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Auslan Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Auslan Level 4 Achievement Standard** |
| By the end of Level 2:   * Students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). * They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. * They express likes, dislikes and feelings using lexical signs and affective NMFs. * They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. * They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. * They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. * Students demonstrate simple procedures using known signs, gestures, objects and list buoys. * They recount and sequence shared events using familiar signs and visual prompts. * They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. * They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan. * Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. * They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. * They know that locations of signs can be modified to change meaning, for example when pointing to people. * They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan. | In **Auslan**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students participate in classroom routines and structured interactions with teachers and peers. * They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. * They express preferences, follow directions and ask for clarification or help. * They play games that involve making choices, exchanging information and negotiating turn-taking. * They use non-manual features to indicate understanding, interest or lack of interest. * They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or … RIGHT PRO1? * They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. * They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction. * They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. * They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. * They translate high-frequency signs/words and expressions in simple texts. * They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. * Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. * They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. * They know that signing involves telling, depicting or enacting. * They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. * They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. * They know that culture is closely related to language and to identity and involves both visible and invisible elements. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN Second Language F-10 Sequence *toward* Level 6 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Auslan Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Auslan Level 6 Achievement Standard** |
| By the end of Level 4:   * Students participate in classroom routines and structured interactions with teachers and peers. * They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. * They express preferences, follow directions and ask for clarification or help. * They play games that involve making choices, exchanging information and negotiating turn-taking. * They use non-manual features to indicate understanding, interest or lack of interest. * They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or … RIGHT PRO1? * They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. * They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction. * They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. * They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. * They translate high-frequency signs/words and expressions in simple texts. * They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. * Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. * They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. * They know that signing involves telling, depicting or enacting. * They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. * They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. * They know that culture is closely related to language and to identity and involves both visible and invisible elements. | In **Auslan**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students discuss aspects of their daily lives, social activities and school experience and respond to each other’s comments. * They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. * They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON’T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. * They follow more complex instructions and directions involving several steps. * They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. * They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. * They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. * They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. * They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. * They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. * They modify non-manual features and lexical signs to indicate manner. * They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation. * Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. * They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. * They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. * Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. * Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN F-10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Auslan Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Auslan Level 8 Achievement Standard** |
| By the end of Level 6:   * Students discuss aspects of their daily lives, social activities and school experience and respond to each other’s comments. * They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. * They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON’T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. * They follow more complex instructions and directions involving several steps. * They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. * They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. * They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. * They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. * They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. * They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. * They modify non-manual features and lexical signs to indicate manner. * They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation. * Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. * They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. * They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. * Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. * Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions. | In **Auslan**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. * They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? * They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. * Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. * They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. * Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. * They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. * They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. * They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. * They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate. * Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. * They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. * They understand how handshape and movement represent different things in each type of depicting sign (DS). * They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. * They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. * They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. * They understand that the most unifying factor of the Deaf community is the use of Auslan. * Students reflect on how all ways of language use are influenced by communities’ world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ AUSLAN F-10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Auslan Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Auslan Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. * They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? * They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. * Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. * They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. * Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. * They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. * They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. * They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. * They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate. * Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. * They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. * They understand how handshape and movement represent different things in each type of depicting sign (DS). * They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. * They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. * They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. * They understand that the most unifying factor of the Deaf community is the use of Auslan. * Students reflect on how all ways of language use are influenced by communities’ world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness | In **Auslan**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. * They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. * Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. * They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. * They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF… * Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. * They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. * They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. * They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. * Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. * They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. * They use constructed action (CA) to show different points of view. * Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. * They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. * They reflect on the role of Auslan in connecting and building Deaf identity. * Students recognise and explain different ways that signers represent signing space, such as character or observer space. * They understand and use depicting signs and CA in complex ways to create composite utterances. * They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. * They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality. * They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. * Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person. |