



AUSLAN (WACE VERSION)

ATAR course

Year 11 and 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority and the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

Department of Education Tasmania

New South Wales Education Standards Authority

Northern Territory Department of Education

Office of Tasmanian Assessment, Standards and Certification

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Contents

Introduction	1
Purposes of the <i>CCAFL Framework</i>	1
Delivery requirements	2
Target group	2
Auslan	2
Rationale	3
Aims and objectives	4
Organisation	5
Organisation of content	5
Progression from the Years 7–10 curriculum	5
Representation of the General Capabilities	5
Representation of the Cross-curriculum Priorities	7
Content	9
Using language	9
Learning language	12
Assessment	20
School-based assessment	21
Assessment table – Year 11	22
Assessment table – Year 12	23
Assessment tasks and task design	24
Reporting	25
External examination specifications	26
Appendix 1 – Grade descriptions Year 11 and 12	30
Appendix 2 – Text types and styles of signing	33
Appendix 3 – Language learning and communication strategies	43
Appendix 4 – Glossary	45
Appendix 5 – Resources and support materials	47

Introduction

The School Curriculum and Standards Authority (the Authority) accesses the Auslan ATAR course and external examination from Victoria as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

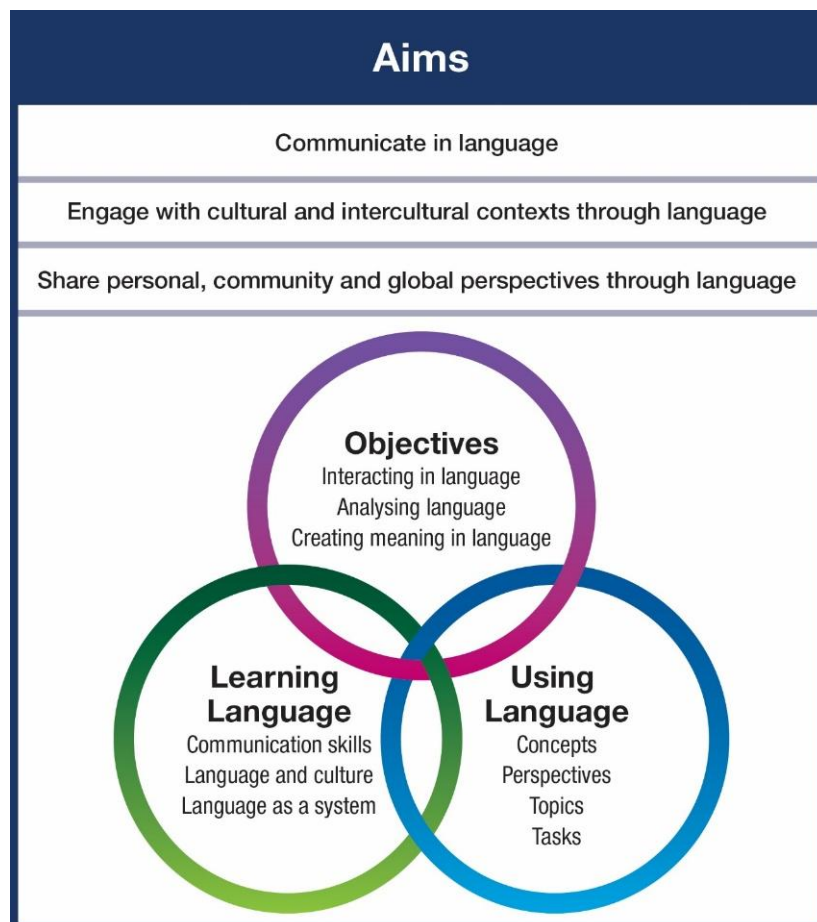
The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is the equivalent of two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

Purposes of the CCAFL Framework

The study of Auslan at senior secondary level is based on a common framework developed within the CCAFL Framework, which has been designed to:

- provide high-quality, equitable and inclusive language curriculum and assessment for all students
- value prior language learning
- provide challenges and opportunities through learning and using new language
- emphasise effective communication and intercultural competence.

To achieve these purposes, the CCAFL Framework has the following organising features:



Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
 - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
 - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement* provide information about these models. This information can be accessed on the Interstate Languages page at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>.

Target group

The syllabus is designed for students who, typically, have studied Auslan for at least 200 hours prior to undertaking the study of the language at senior secondary level. Some students with equivalent experience may also be able to successfully meet the requirements.

Auslan

The language to be studied and assessed is Auslan, the sign language used by the Australian Deaf community. Auslan is a sophisticated visual-spatial language that conveys meaning through coordinated handshapes, movement, facial expression and body positioning, rather than through speech and sound. Communication relies on both manual signs and non-manual features, including facial grammar, head and body movement, mouth patterns and the structured use of signing space. As with all natural languages, Auslan exhibits sociolinguistic variation. This variation is shaped by region, context, purpose, audience and setting, among other factors.

There is a long history of sign language use in Australia, including the Indigenous sign languages used by Aboriginal and Torres Strait Islander peoples. However, Auslan as we know it today evolved from BSL (British Sign Language), with evidence of its use dating back to the arrival of deaf convicts and early settlers, and in the establishment of deaf schools around the country. Auslan belongs to the BANZSL family of sign languages, which includes British, Australian and New Zealand Sign Languages.

Auslan has its own lexicon and grammar, as do all languages, signed or spoken.

Rationale

The Auslan ATAR course connects students with the language of the Australian Deaf community, a vibrant and culturally rich group with a unique linguistic and social heritage. The study of Auslan promotes understanding of different attitudes and values within the wider Australian community and the global community. By studying and learning Auslan, students develop the ability to understand and communicate in a sign language, acknowledging that plurilingualism and multiculturalism have an integral place in Australian society.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of the Deaf community. Through Auslan, students explore the concepts of identity, legacy, responsibility and sustainability from their own points of view and the viewpoints of others. Within these concepts and perspectives, students examine topics such as identity, the culture of signing communities, society, work and global trends.

Students expand and consolidate their skills, knowledge and linguistic resources in Auslan to communicate effectively in a range of situations. They further develop an understanding of the role of language and culture in communication and explore various perspectives and ideas about belonging and inclusion to foster mutual respect between Deaf and hearing communities and among people from diverse cultural, linguistic and social backgrounds. By comparing information and ideas from a range of Auslan texts and cultural practices, students strengthen their critical thinking skills and learn to approach issues from diverse perspectives.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth that broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to see and use Auslan in real-life situations as well as online and in the media, and to make actual and virtual connections with the Deaf community in Australia.

Auslan provides students with enhanced opportunities in a wide range of fields. Studying Auslan opens pathways for further academic study in languages, education, social work, counselling, healthcare, media, and legal, social and community service domains. Knowledge of Auslan contributes to a more accessible society, where the Deaf community is valued and included. Proficiency in Auslan also increases students' capacity to learn other sign languages. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters the development of social justice values, personal growth and empathy, and enhances future academic and career prospects.

Aims and objectives

Aims

The study of the Auslan ATAR course develops student capacity to successfully:

- communicate in Auslan
- engage with deaf people in various cultural and intercultural contexts using Auslan
- share personal, community and global perspectives in Auslan.

Objectives

Meeting the objectives involves development of key skills, knowledge and understandings used in comprehending and producing Auslan and in mediating between Auslan and English.

Objective 1

Interacting in Auslan

Exchange information, opinions, ideas and experiences in Auslan and reflect on knowledge and understanding of the relationship between language and culture.

Objective 2

Analysing Auslan

Evaluate, synthesise, reflect on and respond to texts presented in Auslan, and mediate between languages and cultures.

Objective 3

Creating meaning in Auslan

Express ideas and perspectives in Auslan, demonstrating knowledge and understanding of language as a system and the relationship between language and culture.

Organisation

This syllabus presents the content and expectations for both Year 11 and Year 12 students in this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12. The required content, the exact sequencing and timing of delivery are school decisions.

Organisation of content

The course content is organised into two main areas and a range of elements in each area:

- Using language
 - Content elements
 - Concepts
 - Perspectives
 - Topics
 - Intercultural understanding
- Learning language
 - Communication skills
 - Language and culture
 - Language as a system
 - Vocabulary
 - Grammar
 - Text types
 - Styles of signing
 - Language learning and communication strategies.

Progression from the Years 7–10 curriculum

The Australian Curriculum: Auslan Second Language Year 7 to Year 10 is organised through two interrelated strands: Communicating meaning in Auslan and Understanding language and culture. Communicating meaning in Auslan is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding language and culture involves analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills that ensure students communicate in Auslan; understand language, culture and learning and their relationship; and thereby develop their intercultural communication capability.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Auslan ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of Auslan and deaf culture. Content in the course is presented through three perspectives – personal, community and global – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting Auslan texts, students strengthen their ability to identify, process, select and evaluate information and engage in logical and reflective thinking. By building on their skills, knowledge and understanding of Auslan, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is central to the course as students learn to value their own cultures, languages and beliefs and those of others.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between two languages and cultures is integral to language learning and is key to students' development of intercultural capability.

In the course, students explore key aspects of the culture as well as the perspectives of users of the language, including diversity and belonging, work and society. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication.

The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop literacy capacity as they use Auslan to view and respond to a range of texts, participate in signed interactions, and create Auslan texts for different purposes and contexts. They expand their skills, knowledge and understanding of Auslan and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Auslan.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode through visual-spatial systems; mastering grammatical and textual conventions; and developing semantic, pragmatic and critical literacy skills. For learners of Auslan, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Auslan.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Auslan ATAR course, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Auslan ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Auslan (AEAUS)	ATAR	✓			✓	✓		
Year 12	Auslan (ATAUS)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Auslan ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified course content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages involves recognising the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to Australia's linguistic landscape. The Auslan ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

In the Languages learning area, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving – locally, regionally and within an international context.

In learning Auslan, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Auslan ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Deaf communities and the wider world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve. They develop their knowledge, understanding and skills relating to sustainability within particular topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

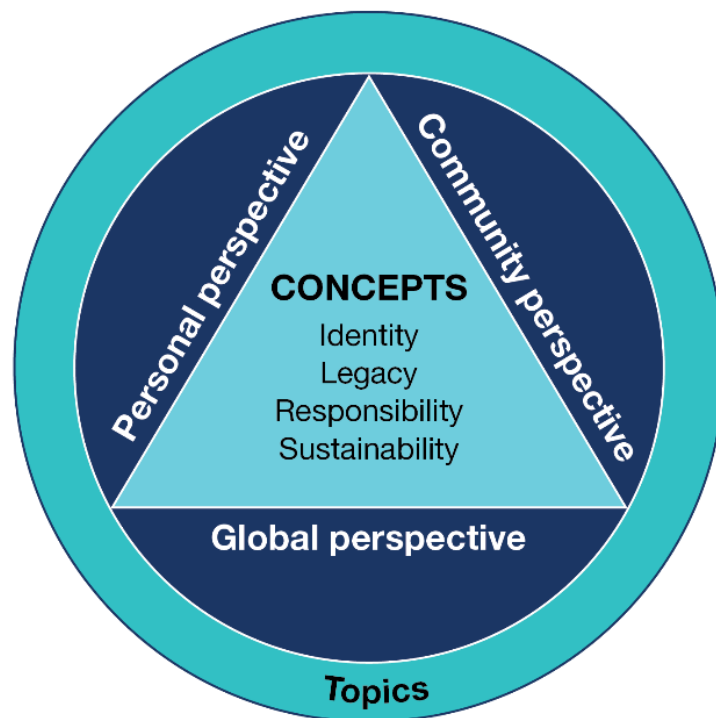
Content

This Auslan ATAR course is designed for students who are learning and communicating in Auslan in the Australian context. It focuses on learning Auslan, communicating, using culturally contextualised signs, and mediating between deaf and hearing people. It balances the cognitive demands of learning and using Auslan in a range of contexts.

Using language

Content elements

The study of Auslan provides learning that extends students' knowledge of the world in which they live and allows them to apply the language they have learnt in new contexts. Students apply language skills, knowledge and understanding to content organised through interrelated concepts, perspectives and topics. The topics are drawn from the concepts and students are encouraged to consider them from different perspectives.



Concepts

Four concepts provide the content that students are expected to encounter through the prescribed topics. The concepts are Identity, Legacy, Responsibility and Sustainability. They allow personal, community and global perspectives to be explored in Auslan and within the Australian context for language learning.

All concepts are to be studied over the two years of the course.

Identity

Studying the concept of Identity enables students to explore topics related to their personal world; for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others. It provides opportunities to reflect on personal identity, individuality and group affiliation in more than one language and cultural context. It enables students to explore and communicate aspects of Australian society in culturally and linguistically appropriate ways.

Legacy

Studying the concept of Legacy allows students to consider how people and events influence change, and how people respond to opportunities and challenges. They investigate topics related to the contributions, achievements and influence of deaf individuals and communities throughout history to the present day. Students consider the impact and enduring nature of these achievements on the Deaf community and beyond.

Responsibility

Studying the concept of Responsibility enables students to investigate how people manage social responsibilities and influence decisions that affect individuals or groups within society. The topics associated with this concept allow students to consider issues of particular relevance to young people and other groups within the Deaf community, and to make comparisons with their own experiences.

Sustainability

Studying the concept of Sustainability provides students with the opportunity to explore topics with a focus on an aspect of sustainability, including present and future lifestyles, the environment and how language, culture and signing communities can be sustained.

Perspectives

Students engage with the concepts through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from different personal, community and global perspectives.

All three perspectives are to be addressed through a range of topics over the two years of the Auslan ATAR course.

Topics for each concept

There are eight prescribed topics which relate to the concepts and may be studied from a personal, community or global perspective. All topics are to be studied in the two years of the Auslan ATAR course. The topics provide the context for teaching, learning and assessment. They may be taught through sub-topics chosen by the teacher. Sub-topics are not prescribed and allow flexibility in the way topics are taught and studied.

Through the topics and tasks, students are provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests and the requirements of the senior secondary study of Auslan.

The following prescribed topics relate to the four concepts.

Identity

- Inclusivity, diversity and belonging
- Living in Australia

Legacy

- Innovation
- The culture of signing communities

Responsibility

- Society
- Work

Sustainability

- Sustaining language and culture
- Global trends

Selecting sub-topics

The prescribed topics are designed to be flexible and can focus on a range of perspectives, depending on the language, culture, student interests and available resources. The topics are taught through sub-topics chosen by the teacher. When choosing sub-topics over the two years of study, students must be provided with opportunities to engage with:

- each of the eight topics
- personal, community and global perspectives
- content that has an Australian focus.

The following prescribed topics relate to the four concepts. An example sub-topic is also provided for each topic. A sub-topic may be taught through any one of the three perspectives: personal, community or global.

Concept	Topic	An example of a suggested sub-topic related to this topic
Identity	Inclusivity, diversity and belonging	The role of celebratory events in the Deaf community such as National Week of Deaf People, Auslan Day, Australian Deaf Games
Identity	Living in Australia	Changes in cultural values and experiences over time
Legacy	Innovation	The impact of technology on the Deaf communities (positive and negative)
Legacy	The culture of signing communities	The arts in the Deaf community
Responsibility	Society	Portrayal and representation of deaf people in TV shows and movies
Responsibility	Work	Part-time work, work experience and volunteering
Sustainability	Sustaining language and culture	Sign language acquisition and sign language teaching
Sustainability	Global trends	The impact of globalisation on the Deaf world

Intercultural understanding

Intercultural understanding involves developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Deaf world. The study of the concepts, perspectives and topics, text types and styles of signing, and linguistic resources will enable the development of intercultural understanding, which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that Auslan learners will develop this degree of cultural competence without spending considerable time interacting with the Deaf community. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern language and behaviour, and begin to apply these to communicate effectively.

Learning language

Learning Auslan involves an investigation of language as a dynamic system and of the way it works to create meaning. Students extend their skills, knowledge and understanding of the interrelationship between language and culture to communicate effectively with others in a range of contexts. They develop metalinguistic and metacognitive awareness to enable them to employ critical and creative thinking skills and intercultural competence, and to reflect on how they engage in their language learning.

Communication skills

Students engage with visual texts and create their own responses for a range of purposes and audiences. Students practise skills in various contexts and combinations through tasks requiring interpersonal language use, analysis of language and creating meaning in Auslan.

Students should be provided with a range of authentic learning experiences and school-based assessment tasks that provide opportunities to achieve the objectives. This requires balanced exposure to all language skills, links between language and culture and investigation of language as a system throughout their study.

Interacting in Auslan (Objective 1)

By exchanging, sharing and reflecting on information, opinions, ideas and experiences in Auslan, students interact and mediate meaning with other Auslan users. This requires Auslan students to demonstrate intercultural competence and use receptive and productive language skills as they respond to the input of others.

Analysing Auslan (Objective 2)

Through evaluating, synthesising, reflecting on and responding to texts presented in Auslan, students extract, process, interpret and compare information, opinions, ideas and aspects of Auslan texts. This requires awareness of cultural and intercultural considerations when seeking and relaying meaning, recognising that Auslan does not have a written form, and is a highly contextualised language.

Creating meaning in Auslan (Objective 3)

When interacting and developing texts using Auslan, students create meaning; express and present ideas, experiences, opinions and arguments; and communicate knowledge for a specified context, purpose and audience. This requires students to demonstrate an awareness of language as a system, and to consider cultural factors that influence meaning and strategies for effective communication and self-representation through Auslan.

Language and culture

[Students] come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

– Australian Curriculum General Capability: Intercultural understanding

The study of Auslan explores the interrelationship between language and culture. It acknowledges the richness of cultural understanding required for students to successfully communicate in Auslan, engage with cultural and intercultural contexts and share personal, community and global perspectives through Auslan. Students recognise the importance of the link between culture, language and effective communication.

By learning an additional language, students actively engage with the culture expressed by that language. Students learn to appreciate the dynamic nature of language and culture, and how these are linked in time and place to the Deaf community and broader society. Students develop an awareness of how culture influences language, behaviours, and personal and community identities.

Students develop the capacity for ongoing reflection about languages and cultures, including their own. They build on their shared interests and similarities to negotiate or mediate difference. Students discover new ways of thinking about language and culture and the world in which they live.

Through communicating in Auslan, students gain a deeper insight into their own values, beliefs, language and culture as well as an appreciation for those of others. Students recognise the importance of taking responsibility for, evaluating and adjusting their actions and reactions for effective communication.

Language as a system

Students develop their understanding of language as a system and reflect on how language is used in different contexts and may vary between different individuals or groups. Students expand their cognitive horizons through exposure to different systems of language.

Students understand that there are particular language features that are specific to Auslan. They draw on this knowledge when they understand or communicate meaning through interacting with others, analysing meaning in Auslan or creating meaning themselves in Auslan.

Students recognise and apply features of Auslan. They understand the systematic nature of lexical forms and use elements of grammar to refine their expression of complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context,

purpose and audience. Students are aware that some language features may change over time or vary in different places according to the needs of different people.

Students make comparisons with their own and other languages and are able to use and adapt understandings about language. In doing so, they accelerate their learning of Auslan, identify differences in the contexts of language use and develop effective communication skills. They reflect on an expanding knowledge of the linguistic features of Auslan and an understanding of language as a system.

Vocabulary

There is no prescribed vocabulary; however, students should be familiar with a range of vocabulary that enables them to engage in interpersonal interactions, analyse information in Auslan and create meaning in Auslan on the prescribed topics.

Grammar

Grammar can be described as the organisation of the structural elements needed to communicate in a language. Knowledge of grammar is essential for understanding language as a system.

Students extend their understanding of the function of grammar in Auslan gained through prior study or personal experience. Students build on their awareness of the system of structures that underlies Auslan, as well as their ability to apply and adapt this knowledge.

Language functions

Students are expected to recognise and use Auslan to perform the following functions as outlined in the Objectives: interact, analyse language and create meaning in Auslan.

Functions

- Exchanging information, ideas, opinions and experiences (Objective 1)
- Analysing, evaluating and synthesising (Objective 2)
- Expressing ideas and perspectives (Objective 3)

The functions listed here are provided to assist teachers to recognise key aspects of the Auslan ATAR course. Examples of how students may perform these functions are provided with the language structures as demonstrated in the video support resource at the Victorian Curriculum and Assessment Authority (VCAA) website (<https://vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/auslan/auslan-resources-grammar>).

Language structures

Students are expected to recognise and use the language features listed in the tables of grammatical items below to meet the objectives, perform the language functions and communicate effectively in Auslan.

The language structures provided in the tables include a possible function associated with a sub-element, where this is appropriate.

Grammar that students should be familiar with from prior learning is not included in the list that follows.

Auslan grammar

The Auslan grammar that the student is expected to recognise and use (listed below) is described, using video examples, in the [Auslan resources – Grammar](#) page on the VCAA website.

Students should be encouraged to extend their control of linguistic elements in simple and more complex structures. They are expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Types of manual signs Different types of signs: - conventional (can understand out of context) - partly conventional (can understand some parts out of context but need context to fully understand) - non-conventional (need context to fully understand)	lexical signs
	fingerspelling
	mouthings
	pointing signs
	indicating verbs
	depicting signs
	mouth gestures
Constructed action (CA)/dialogue Using body and face to quote actions and dialogue	framing CA
	CA with conventional signs
	CA without conventional signs
	CA with dialogue
Phonology of manual signs Parameters of manual signs that can be changed to mean something else Concept of minimal pairs	modifying signs to show direction
	modifying signs to show reference
	modifying signs to show aspect
	modifying signs to show manner
Fingerspelling Fingerspelling words from English and/or other languages	when we use fingerspelling
	initialised signs
	why we use fingerspelling
	fingerspelling rhythms
	producing fingerspelling
	comprehending fingerspelling
Mouthing The use of mouthing of words from English and/or other languages	when we use mouthing
	why we use mouthing
Pointing The use of finger- or fist-pointing actions and/or eye gaze direction to refer to people, animals, things, events and concepts in the signing space	pronominal/locative
	locative
	determiner
	possessive
	buoys

Grammatical items	Sub-elements
Indicating verbs The use of manual lexical signs to indicate where someone or something is in the signing space, and who is doing what to whom, e.g. asking, giving	
Depicting signs The use of depicting signs to show what something looked like and/or how and where it moved	size and shape
	entity
	handling shapes
	touch handshapes
	instrumental handshapes
Mouth gestures The use of mouth gestures with/without manual signs	
Timelines The use of spatial timelines to show a particular time or era spatially	past
	present
	future
Time signs The use of lexical signs adverbially to state a particular time or era	past
	present
	future
Aspect The modification of verb signs to show how something was done over time	single movements
	repetition
	speed
Space The use of space in front of the body to show people, things and events, and also to refer to these things without having to fully repeat the first mention again	real space
	blended space

Grammatical categories in Auslan

Grammatical items	Sub-elements
Verbs The use of different types of verb signs	plain verbs
	indicating verbs
	depicting verbs Note: sometimes depicting signs can function as both a noun and a verb at the same time.
Nouns The use of different types of noun signs	plain nouns
	depicting nouns Note: sometimes depicting signs can function as both a noun and a verb at the same time.
Negation Negating signs and sentences	signs
	sentences • negative inflection • constituent negation • clause negation • non-manual features
Questions Asking questions	polar questions
	content questions
Sentences The use of different sentence structures	simple • sequential • simultaneous • carrier attribute • coordinate
	complex • subordinate • topicalised • rhetorical
Statements The use of different statements	declarative
	imperative
	conditional

Text types

Students should be familiar with a wide variety of common contemporary Auslan text types. They learn to identify, understand and apply the different characteristics of personal and public texts used for communication in Auslan. Auslan texts may be broadly categorised as informal when referring to spontaneous communication, such as face-to-face conversations with a friend, and formal when describing prepared communication, such as a filmed video explaining a new government service.

A variety of Auslan text types may be used for developing, teaching or assessing the skills of signing and viewing in the language. In coursework and school-based assessment tasks, students should be provided with a range of signed texts for interacting in Auslan, analysing Auslan and creating meaning in Auslan.

The text types that students are expected to recognise and use (listed below) are described, using examples, in the [Auslan resources – text types](https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/auslan/auslan-resources-text-types) page on the VCAA website (<https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/auslan/auslan-resources-text-types>).

In the end-of-year Auslan Interactive examination and the Auslan Comprehension and Production examination, a range of texts will be included which will require a student response in Auslan. The text types that students will be required to produce in the examinations will be drawn from the list below:

- | | | |
|----------------|---------------|----------------|
| • advice | • debate | • presentation |
| • analysis | • description | • report |
| • announcement | • explanation | • review |
| • biography | • instruction | • story |
| • commentary | • interview | • vlog post. |
| • conversation | • itinerary | |
| • critique | • narrative | |

Styles of signing

Students should be familiar with the characteristics of different styles of Auslan signing. Auslan texts require different styles of signing depending on their context, purpose and audience. Students may be asked to respond to and produce Auslan texts that are descriptive, evaluative, imaginative, informative, personal, persuasive or reflective, individually or in combination.

Refer to Appendix 2 for the features and contentions of text types and the characteristics of the styles of signing.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and language acquisition
- making meaning from texts
- producing texts
- engaging in sign interactions.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Dictionaries

Students are encouraged to use Auslan and other language dictionaries. Use of dictionaries is part of a range of strategies that students can apply when:

- mediating between languages
- reflecting on language use
- understanding the context for language use
- understanding language as a system
- understanding the limitations of resources and technologies.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in Auslan and how signs are presented in Auslan texts. Effective dictionary use assists students to develop critical thinking skills, and strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students develop the necessary skills and confidence to use dictionaries effectively.

Information on the use of print dictionaries in examinations is provided in the External examination section of this syllabus.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards or after completing a unit or units. These assessments should be limited to eight or less and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use them to determine how well a student has demonstrated their learning.

Where relevant, higher-order cognitive skills (e.g. application, analysis, synthesis and evaluation) and the General Capabilities should be included in the assessment of student achievement in this course. All assessments should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment must be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

The Assessment tables provide details of the assessment types and their weighting for the Auslan ATAR Year 11 and Year 12 syllabus.

Assessment table – Year 11

Type of assessment	Weighting
Interacting in Auslan Interaction with others to exchange information, ideas, opinions and/or experiences in Auslan on a cultural or social aspect or issue of a topic or sub-topic associated with one of the four concepts of Identity, Legacy, Responsibility and Sustainability. Typically, these tasks are administered under test conditions.	20%
Analysing Auslan Evaluation, synthesis, reflection on and response to texts presented in Auslan in order to extract, process, interpret and compare information, ideas, opinions and aspects of the texts. Texts represent different text types and styles of signing. Questions for Auslan texts are presented in Auslan and/or written in English for responses in Auslan and/or English. Typically, these tasks are administered under test conditions.	25%
Creating meaning in Auslan Creation of signed texts to express ideas, information, opinions and/or feelings in Auslan. Responses are based on an Auslan prompt and written English with a visual text. The assessments specify the context, purpose and audience, the text type for production and the style of signing required. Typically, these tasks are administered under test conditions.	20%
Examination Auslan Interactive examination Typically conducted at the end of each semester or unit. The examination should reflect the External examination information in this syllabus.	15%
Auslan Comprehension and Production examination Typically conducted at the end of each semester or unit. The examination should reflect the External examination information in this syllabus.	20%

Teachers must use the assessment table to develop an assessment outline for Year 11.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Assessment table – Year 12

Type of assessment	Weighting
Interacting in Auslan Interaction with others to exchange information, ideas, opinions and/or experiences in Auslan on a cultural or social aspect or issue of a topic or sub-topic associated with one of the four concepts of Identity, Legacy, Responsibility and Sustainability. Typically, these tasks are administered under test conditions.	15%
Analysing Auslan Evaluation, synthesis, reflection on and response to texts presented in Auslan in order to extract, process, interpret and compare information, ideas, opinions and aspects of the texts. Texts represent different text types and styles of signing. Questions for Auslan texts are presented in Auslan and/or written in English for responses in Auslan and/or English. Typically, these tasks are administered under test conditions.	20%
Creating meaning in Auslan Creation of signed texts to express ideas, information, opinions and/or feelings in Auslan. Responses are based on an Auslan prompt and written English with a visual text. The assessments specify the context, purpose and audience, the text type for production and the style of signing required. Typically, these tasks are administered under test conditions.	15%
Examination Auslan Interactive examination Typically conducted at the end of each semester or unit. The examination should reflect the External examination information in this syllabus.	20%
Auslan Comprehension and Production examination Typically conducted at the end of each semester or unit. The examination should reflect the External examination information in this syllabus.	30%

Teachers must use the assessment table to develop an assessment outline for Year 12.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Assessment tasks and task design

Tasks are broadly defined as opportunities for the meaningful use of language and are designed to allow students to develop and demonstrate key skills, knowledge and understanding in Auslan at increasingly complex levels. They relate to the objectives – interacting in Auslan, analysing Auslan and creating meaning in Auslan.

The three elements of context, purpose and audience are to be specified for each task.

Context

The context for communication requires students to consider suitable language for a particular situation. The context may be real, simulated or imaginary. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.

Purpose

The purpose indicates the reason for undertaking the task and the aims for communication in a particular context. Students demonstrate key skills, knowledge and understanding, and control of Auslan they have learned, by selecting and using appropriate and relevant language within the scope of the task.

Audience

The audience is the intended group of viewers for the task. Students adjust their language to suit the audience for the task by considering aspects of language and culture that impact on developing shared meaning appropriate to that audience.

Task design

Students will be provided with information about the context, purpose and audience for each school-based assessment task.

In the Auslan Comprehension and Production examination, appropriate information will be provided for all productive tasks.

Reporting

Schools report student achievement underpinned by a set of predetermined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Auslan ATAR Year 11 and Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed on the course page of the Authority website (www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a predetermined range of marks (cut-offs).

External examination specifications

The external examination consists of:

- Auslan Interactive examination
- Auslan Comprehension and Production examination.

Auslan Interactive examination

To be confirmed.

Auslan Comprehension and Production examination

Time allowed

Reading time: 10 minutes

Working time: 2 hours

Permissible items

Standard items: pens, pencils, highlighters, erasers, reusable adhesive, sharpeners and rulers

Special items: any printed monolingual and/or bilingual dictionary in one or more separate volumes

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Overall conditions	The examination time and date will be set annually by the Chief Executives of the Australasian Curriculum Assessment and Certification Authorities (ACACA). The examination rules of Western Australia will apply. Details of these rules are published annually in the <i>WACE Manual</i>. There will be 10 minutes to view and/or read instructions. This will be followed by 2 hours of viewing and recording time to complete the examination. The examination will be assessed by a panel appointed by the VCAA.
Advice	From 2027, the CCAFL Auslan Comprehension and Production examinations will be prepared according to the examination specifications outlined below. Each examination will conform to these specifications and will test a representative sample of all objectives in the syllabus. Examination questions may relate to one or more areas of study. Candidates should use command/task words, other instructional information within questions and mark allocations to guide their responses. The Glossary of command terms can be found on the VCAA website (https://www.vcaa.vic.edu.au/assessment/vce/glossary-command-terms). The sample examination, video recordings of the Auslan texts and English translations of the Auslan texts have been published on the Auslan page of the VCAA website (https://www.vcaa.vic.edu.au/assessment/vce/examination-specifications-past-examinations-and-examination-reports/languages/auslan). The sample examination provides an indication of the format of the examination and the types of questions that teachers and candidates can expect during the current accreditation period (from 2027).

Content	The <i>CCAFL Framework</i> adapted for Auslan will be used in the development of the examination. All the key skills, knowledge and understandings that underpin the relevant objectives are examinable. The examination will be based on the concepts and prescribed topics listed on pages 9–11 of this syllabus, and a range of the three perspectives (personal, community and global). Candidates will be required to produce texts in Auslan drawn from the text types listed for productive use on page 18 of this syllabus.
Format	The examination materials will include: • a task booklet containing instructions and questions in English and a visual image • video recordings of examination instructions in Auslan • video recordings for Sections 1, 2 and 3 • an electronic device (e.g. laptop) and relevant software for viewing the Auslan texts and recording candidate responses in Auslan. The examination will consist of three sections. Section 1 will consist of one Auslan text and one question with three or four parts requiring short answers. The Auslan text will have a duration of approximately 2–3 minutes. Section 2 will consist of two Auslan texts with a total combined duration of 4–5 minutes and one question requiring an extended response. The candidate response for Section 2 should be approximately 3–4 minutes in length. Section 3 will consist of two questions – Question 3 and Question 4. Candidates will choose one of these questions to create an extended response. The candidate response for Section 3 should be approximately 3–4 minutes in length. Question 4 will include a visual image. Candidates who choose to respond to this question are required to extract information from the image and use this information in their response. In all sections, candidates will be required to view the Auslan texts and questions to produce responses in Auslan. Responses will be digitally recorded for assessment. Candidates may replay the Auslan video recordings more than once if required. All instructions and questions will be available to candidates in Auslan and English. The total number of marks for the examination will be 65 marks.

Sections of the Comprehension and Production examination

Section	Supporting information
Section 1 Responding to an Auslan text 10 marks 1 Auslan text 3–4 short answer questions	Section 1 will be worth a total of 10 marks. This section is designed to assess candidates' knowledge and skill in analysing and responding to information from Auslan texts. Section 1 will consist of one Auslan text with a duration of 2–3 minutes, and one question with three to four parts requiring short answers related to the text. Questions will be both presented in Auslan and written in English. Candidates must respond in Auslan. Question 1: Viewing an Auslan text and responding in Auslan Candidates will view one Auslan text (Text 1). The text will be based on one of the eight prescribed topics and will represent a different text type from the text types in Section 2. Question 1 will include three or four parts, each requiring a response in Auslan. Candidates may write notes in the designated note-taking space of the task booklet. These notes will not be assessed. Candidates must record their response in Auslan.
Section 2 Viewing and responding to Auslan texts 30 marks 2 Auslan texts 1 question for an extended response	Section 2 will be worth a total of 30 marks. Section 2 will consist of two Auslan texts with a combined duration of 4–5 minutes and one question in Auslan. The question will be presented in Auslan and written in English, and will require an extended response in Auslan. Question 2: Viewing Auslan texts and responding in Auslan Candidates will view two Auslan texts (Text 2 and Text 3). The texts will be based on one of the eight prescribed topics and will represent a different text type from the text type used in Section 1. Candidates will be required to produce an extended response to a question, using information obtained from both Text 2 and Text 3. Candidates may be required to extract, summarise, interpret, evaluate, analyse and/or synthesise information from the texts. Candidates may write notes in the designated note-taking space of the task booklet. These notes will not be assessed. Candidates must record their response in Auslan. In their response, candidates will be expected to produce a different text type from the text types used in Text 2 and Text 3. Text 2 and Text 3 may be formal or informal. The text type that candidates will be required to produce will be drawn from those listed on page 18 of this syllabus. The candidate response should be approximately 3–4 minutes in length.

Section	Supporting information
Section 3 Creating an Auslan text 25 marks One question from a choice of two	Section 3 will be worth a total of 25 marks. Section 3 will consist of two questions – Question 3 and Question 4. Candidates will choose either Question 3 or Question 4. Question 3: Creating an Auslan text (in response to an Auslan prompt) or Question 4: Creating an Auslan text [in response to an Auslan prompt with a visual image] Candidates will choose one question, either Question 3 or Question 4. Questions 3 and 4 will be presented in Auslan and written in English, for a response in Auslan. Candidates must attempt one of these questions. Question 4 will include a visual image, which will be provided in the task booklet. The visual image will be a still image; for example, a photograph or illustration. Candidates who choose Question 4 will be required to extract information from the image to include in their response. Candidates will produce a text in Auslan in which they present ideas, opinions and/or arguments based on their chosen question. Each question will specify a context, purpose, audience, text type and style of signing for the candidate response. The text type that candidates will be required to produce will be drawn from those listed on page 18 of this syllabus. The candidate response should be approximately 3–4 minutes in length.

Appendix 1 – Grade descriptions Year 11 and 12

A

Sign interaction

Expresses a wide range of relevant ideas in a logical and cohesive manner and supports these with reasons, examples, evidence or new ideas.

Demonstrates comprehensive knowledge and application of Auslan grammar, cultural conventions and vocabulary.

Conveys information spontaneously and uses a broad range of stylistic and non-manual features, greetings and leave-taking routines, and signing space.

Engages effectively with their partners and effectively uses a broad range of appropriate communication strategies to develop and maintain exchanges.

Sign comprehension

Employs a wide range of techniques to extract, classify and reorganise information and to summarise, explain and contrast ideas from signed texts within familiar and unfamiliar contexts. Comprehensively infers points of view, opinions, ideas, attitudes and emotions from linguistic and contextual features.

Effectively structures and sequences ideas and information to convey meaning in their responses.

Uses an extensive range of signs accurately and appropriately to adapt information from signed texts to suit the purpose of their responses.

Sign production

Demonstrates comprehensive understanding of the features of informal signed discourse, including grammatical and cultural conventions for expressing ideas.

Shows a highly developed ability to create an effective signed text.

Structures and sequences ideas effectively to provide highly relevant and comprehensive commentary.

Accurately uses a broad range of language, including vocabulary and grammar, appropriate for the audience, context, purpose and signed text type.

Uses a wide range of communication techniques accurately and appropriately to explain, compare and connect ideas, events and experiences and to maintain a presentation.

B	Sign interaction Expresses and combines a range of relevant ideas in a cohesive manner, and generally supports these with reasons, examples, and evidence or new ideas. Clearly conveys meaning in spontaneous exchanges. Uses a range of appropriate vocabulary and grammar, non-manual features, greetings and leave-taking routines, and signing space. Engages well with partners and uses a range of appropriate communication strategies to develop and maintain exchanges.
	Sign comprehension Employs a range of techniques to extract, classify and reorganise information and to summarise, explain and contrast ideas from signed texts within familiar and unfamiliar contexts. Infers points of view, opinions, ideas, attitudes and emotions from linguistic and contextual features. Structures and sequences ideas and information to convey meaning in their responses. Uses a range of signs accurately and appropriately to adapt information from signed texts to suit the purpose of their response/s.
	Sign production Demonstrates a sound understanding of the features of formal signed discourse, including grammatical and cultural conventions for expressing ideas and creating an effective signed text. Structures and sequences ideas to provide relevant and comprehensive commentary. Accurately uses a range of language appropriate for the audience, context, purpose and signed text type. Uses a range of communication techniques accurately and appropriately to explain, compare or connect ideas, events and experiences and to maintain a presentation.
C	Sign interaction Expresses and combines some relevant ideas in exchanges, and supports some with reasons, examples, evidence or new ideas. Conveys meaning in the exchange through the use of appropriate vocabulary and grammar, non-manual features, greetings and leave-taking routines, and signing space, although some inaccuracies may occur. Generally engages with partners and uses some appropriate communication strategies to develop and maintain exchanges, although some assistance in advancing an exchange may be needed.
	Sign comprehension Identifies, extracts, classifies, summarises and/or contrasts some general and specific items of information from familiar and unfamiliar contexts. Demonstrates some ability to infer meaning from linguistic and contextual features. Uses signs, grammar and vocabulary generally appropriately, although some inaccuracies may occur. Organises and logically sequences ideas and information in responses, but may lack coherence in conveying overall meaning.
	Sign production Uses some features of personal, informative, narrative, evaluative or persuasive informal signed discourse, including grammatical and cultural conventions, to express ideas. Organises ideas to provide commentary that is generally relevant and covers a range of aspects of the topic. Uses language, including vocabulary and grammar, that is generally appropriate for the audience, context, purpose and signed text type, although some inaccuracies are evident. Uses some communication techniques to maintain a presentation.

D

Sign interaction

Expresses a limited range of ideas in exchanges, with little support of opinions evident.
 Conveys limited meaning in exchanges, which may be unclear due to using a narrow range of vocabulary and grammar.
 Shows evidence of inaccuracies.
 Needs support to engage with partners and to maintain and participate in exchanges.

Sign comprehension

Identifies, extracts, classifies, summarises and/or contrasts limited information from familiar and unfamiliar contexts.
 Infers limited meaning from linguistic and contextual features.
 Uses signs, grammar and vocabulary, although inaccuracies and omissions limit their effectiveness.
 Presents ideas and information with little organisation or sequencing, resulting in inconsistent overall meaning.

Sign production

Shows limited ability to create and present a signed text with appropriate content related to the topic.
 Uses a narrow range of signs, grammar and vocabulary; meaning may be unclear due to limited organisation and sequencing of ideas.
 Uses some language features and communication strategies that are generally appropriate for the audience, context, purpose and signed text type, but inaccuracies may interfere with meaning.
 Uses limited communication techniques to maintain a presentation.

E

Does not meet the requirements of a D grade.

Appendix 2 – Text types and styles of signing

These lists are provided to support a common understanding of the text types and styles of signing for this syllabus. Video resources can be accessed on the [Auslan resources – Text types](https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/auslan/auslan-resources-text-types) page of the VCAA website (<https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/languages/auslan/auslan-resources-text-types>).

These descriptions should be read in conjunction with the accompanying video examples, as the videos provide essential contextual information that clarifies how the text types and styles of signing are intended to be interpreted and applied.

Text types

Advice

Use of list buoy	List buoys are used to sequence each piece of advice.
Imperative verbs	Direct commands such as ‘use’, ‘ask’ and ‘check’ emphasise key actions the student must take.
Non-manual features	Facial expressions such as raised eyebrows show inquiry or encouragement, while smiles provide positive reinforcement.
Use of space	Different parts of the space represent contrasting outcomes (e.g. prepared vs. unprepared), reinforcing the message visually.
Clear structure	The text follows a structured order: topic and purpose, advice in steps, relevance and conclusion.

Analysis

Use of list buoy	Each part of the analysis (character, theme, message) is assigned to a finger, visually tracking the discussion.
Character and theme explanation	Details about character growth and theme development help illustrate the key points of the analysis.
Non-manual features	Facial expressions such as raised eyebrows convey emphasis, while nods show agreement or importance.
Use of space	Different parts of the space represent different elements of the analysis (e.g. comparison of two different characters), helping to visually separate the points.
Clear structure	The analysis follows a logical order: topic introduction, breakdown of elements, examples and conclusion.

Announcement

Clear topic and purpose	
Use of list buoy	Each announcement point (e.g. examination, items to bring, sports day, lunch) is visually tracked with the fingers or downward listing.
Imperative verbs	Commands such as ‘make sure’ and ‘remember’ emphasise important instructions.
Non-manual features	Facial expressions such as raised eyebrows convey emphasis, while serious looks highlight mandatory requirements.

Use of space	Different areas of space represent different topics (e.g. examination vs. sports day), aiding in visual organisation.
Clear structure	The announcement follows a structured order: greeting, main points, additional details and conclusion, with an opportunity for questions.

Biography

Use of list buoy	Each major life event or achievement is assigned to a finger, visually tracking the stages of the subject's life.
Historical context and personal life	Details about the subject's history are given. In the example provided, details about FJR's move to Australia, marriage and family life help to paint a complete picture of his life.
Non-manual features	Facial expressions and body movements (e.g. leaning forward) convey the impact and significance of the subject's contributions.
Use of space	Different areas of the space represent different stages of the subject's life. (In the example, representing FJR's move to Australia vs. establishing the school.)
Clear structure	The biography follows a logical order: early life, significant life events, contributions (for example, to education) and legacy.

Commentary

Use of list buoys	Different fingers or spatial points represent different sets in the game or significant events.
Constructed action	The signer may use constructed action to depict a player's movements, or role-shifting to take on the personas of the players, mimicking their actions and reactions during the game (e.g. taking on the role of Nadal performing a backhand shot).
Personal opinions and reactions	Comments include personal feelings about the action, such as nervousness or excitement, to provide a subjective view.
Non-manual features	Facial expressions emphasise emotions, such as excitement during key moments or nervousness during tense situations.
Use of space	The space around the signer is used to represent different players or sides of the court, helping to illustrate the commentary.
Clear structure	The commentary follows a logical progression: setting the scene, describing the action, expressing personal opinions, highlighting key moments, and concluding with final thoughts.

Conversation

Use of list buoy	Different fingers or spatial points represent different issues or work projects.
Constructed action and non-manual features	The signer may use constructed action to show actions, such as being worn out from work or pointing to a depicted pile of reports. This helps to visualise the situation and add depth to the conversation.
Use of space	The space in front of the signer is used to distinguish between the two speakers, with each side representing a different person. This spatial use helps to indicate turn-taking and keep the conversation organised.

Facial expressions and non-manual features	Facial expressions convey the emotions and attitudes of the speakers, such as expressing fatigue when talking about being worn out or showing excitement when discussing holiday shopping. Raised eyebrows or head nods may also indicate engagement and agreement during the conversation.
Use of repetition for emphasis	The repetition of signs, such as 'BUSY REPORT WRITING ++++' or 'REPORTS PILES ++++', emphasises the overwhelming nature of the tasks, helping to convey the intensity or annoyance felt.
Casual and interactive language	The conversation is informal and interactive, using everyday expressions like 'HEY HOW ARE YOU!' or 'SEE YOU LATER'. This reflects a natural, friendly exchange between two people.
Turn-taking and interactions	The conversation demonstrates smooth turn-taking, with each signer acknowledging the other's points and adding comments that keep the discussion flowing, such as 'AHH! CLEVER!' or 'YES, I REMEMBER'. This back-and-forth interaction shows active listening and engagement.

Critique

Constructed action	Constructed action can be applied when the signer mimics specific actions from a movie – for example, a tiger attacking a fish – to add emphasis and make the description more vivid. Role-shifting may be used when the signer takes on different perspectives, such as imitating a character's reactions in a movie, or acting out a scene from the film. This helps to illustrate the critique and convey different viewpoints.
Use of space	The space is used to organise the critique, with one side representing the positive feedback (strengths) and the other side the negative feedback (weaknesses). This spatial use helps to clearly distinguish between different aspects of the critique.
Non-manual features	Facial expressions enhance the critique by reflecting the signer's reactions; for example, wide eyes to express awe at the visual effects, or a bored expression to convey disappointment with the slow pacing. These non-manual features emphasise the signer's emotional responses.
Clear structure	The critique follows a structured approach: introducing the movie, highlighting positive and negative aspects, providing specific examples, offering suggestions for improvement, and concluding with final thoughts and a recommendation.
Use of repetition for emphasis	Repetition may be used to stress certain points, for example 'VISUAL AMAZING' to emphasise the stunning visual effects, or 'SLOW, FEEL TOO LONG' to underline the film's pacing issues.
Personal opinion and evaluation	The signer includes their personal evaluation and preferences, providing a balanced view with both strengths and areas for improvement. This subjective element helps to engage the audience and convey the signer's perspective.

Debate

Constructed action	Constructed action can be employed when illustrating concepts, such as showing the time it takes to decide on outfits or emphasising pride in wearing a uniform. This adds depth and visual engagement to the argument. The signer may use role-shifting to represent different viewpoints, such as opposing arguments or addressing an audience. This helps to clarify who is speaking and reinforce their stance.
Use of space	Space is utilised to organise the main points of the argument, with distinct areas for each supporting point. For example, the left space may represent opposing ideas, while the right side may emphasise the speaker's arguments.
Clear structure	The argument follows a clear and logical structure, presenting the main points in a sequential manner. Each point builds upon the previous one, leading to a strong conclusion that reinforces the speaker's position.
Emphasis through movement and non-manual features	Repetition of phrases such as 'UNIFORMS IMPORTANT' reinforces the speaker's position and ensures that the main message resonates with the audience. Facial expressions convey the speaker's passion and conviction; for example, an assertive expression when stating 'UNIFORMS PROMOTE EQUALITY' and a thoughtful look when discussing the impact on time management. These expressions help engage the audience emotionally.
Engaging the audience	The speaker may use rhetorical questions or direct address to engage the audience, such as 'I BELIEVE', prompting listeners to consider their stance on the issue.

Description

Constructed action	Constructed action is used to illustrate actions associated with each cat, such as playing or cuddling. The signer may employ role-shifting to differentiate between the cats, potentially mimicking each one's behaviour or personality traits. This adds a playful element and helps convey their unique characteristics.
Use of space	Space is effectively utilised to represent each cat distinctly. The signer might position each cat in different locations in their signing space.
Facial expressions	Facial expressions play a significant role in conveying emotions associated with each cat; for example, a joyful expression when describing the playful nature of the white cat, a relaxed demeanour for the lazy orange cat, and an affectionate look when talking about the favourite black cat.
Detailed descriptions	The descriptions include specific details about each cat's appearance and behaviour, such as colour, fluffiness and personality traits.
Use of movement for emphasis	Movement may be employed to emphasise the cuteness of the cats, particularly the special bond with the third cat, reinforcing the idea of their significance to the signer.
Positive language and tone	The overall tone is warm and affectionate, reflecting the signer's love for their pets. Signs are used to convey positive feelings.

Summative statement	The concluding remark about the special bond with the third cat encapsulates the overall sentiment and provides a clear takeaway about the signer's feelings toward their pets.
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Explanation

Clear structure	The topic is introduced with a clear statement, e.g. 'WATER CYCLE WHAT? NOW I EXPLAIN'. Information is presented in a logical sequence (e.g. evaporation → condensation → precipitation) using space, sequential markers or list buoys.
Use of visual space and eye gaze	Pointing is used to refer to specific concepts (e.g. pointing up for 'sun' or to clouds). Role-shifting is used to change perspectives to describe different elements (e.g. switching focus from the sun to water, using eye gaze up/down to represent the shift).
Depicting signs	Signs that convey actions and changes are used, and the process is visualised through the use of expressive signs that depict the cycle (e.g. mimicking the movement of water).
Sign modifiers	Modifiers are used which indicate intensity or extent (e.g. 'HEAVY' for clouds).
Repetition for emphasis	Key concepts or processes are repeated for reinforcement (e.g. repeating the cycle 'EVAPORATION, CONDENSATION, PRECIPITATION').
Facial expressions	Facial expressions convey emotions or highlight the importance of the information being shared.
Non-manual features	Body movements and head nods are incorporated to emphasise key points or transitions between ideas.

Instruction

Engaging introduction	The signer starts with an inviting greeting to engage the audience (e.g. 'HELLO [wave] EVERYONE!'). The intention of the instruction is clearly stated (e.g. 'TODAY, I WILL SHOW YOU WHAT? GROW HOW START SEED [d/s] PLANT').
Logical sequence	Step-by-step instructions are presented in a clear, chronological order (e.g. choose plant, prepare soil, plant seed). Transition words are used (e.g. 'FIRST', 'THEN', 'FINALLY') to indicate the order of steps.
Depicting signs	Size and shape specifiers (SASS) are used to illustrate size (e.g. 'ABOUT THIS BIG [show size with hands]') and actions (e.g. mimicking digging). Handling gestures depict the actions such as digging up soil, planting seeds, watering (showing how much water to provide the plants through the depiction of pouring from a water can). Entity handshapes mimic the growth of a plant.
Non-manual features	Expressive engagement is used as facial expressions, body movement and head gestures convey excitement or importance, or lightness of application.

Interview

Clear turn-taking	The interviewer and interviewee alternate turns smoothly. This helps avoid confusion and ensures both have time to communicate fully.
Constructed action	The interviewer uses constructed action to visually depict an aspect of the job role, such as filing and boxing paper records for archive purposes – the interviewer would 'become' the person in the job role in the enacting of the task.
Non-manual features	Facial expressions play a significant role in showing interest, curiosity (raised eyebrows for questions) and appreciation (smiling or nodding) during the conversation.
Clarity in questions and responses	Questions are brief and to the point, ensuring the interviewee understands what is being asked. Similarly, answers are structured clearly to provide the necessary information.
Topicalised questions	Open-ended questions encourage the interviewee to provide more detailed answers, such as 'YOU INVOLVE, WHY?' or 'FUTURE PLANS, WHAT?'.
Positive interjection	The interviewer uses positive interjections that show acknowledgement or understanding of the responses given 'AHHHH' or 'PENNY DROP'.

Itinerary

Use of space	The signer uses different areas of space to represent days and activities, making the sequence of events easy to follow.
Depicting signs	Depicting signs help illustrate activities, such as swimming or dancing, enhancing visualisation.
Constructed action	The signer can use constructed action to represent someone dancing or people interacting during different activities, making the description more engaging. The signer can also use close/distant focus to zoom towards or pan away from the activity to represent different viewpoints.
Non-manual features	Facial expressions convey emotions like excitement or relaxation, reinforcing the mood of each part of the trip.
Sequential structure	The itinerary follows a clear sequence, moving from day one to day five, helping viewers understand the flow of events.

Narrative

Constructed action	The signer shifts roles to represent different characters (e.g. family members calling the dog). This helps distinguish between speakers without needing repeated names.
Use of space	The space in front and around the signer represents different locations (e.g. the house on the left and park on the right). This makes the story easier to follow.
Facial expressions and non-manual features	Emotions like panic, happiness and seriousness are expressed through facial expressions, enhancing the storytelling.
Depicting signs	Depicting signs are used to visually represent actions and objects (e.g. a 'double hook-handshape' on both hands, palm down, to show the legs of the dog running).

Moral lesson or reflection	The evaluation adds depth by reflecting on the meaning or lesson learned, giving the story purpose beyond entertainment.
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Presentation

Depicting signs	Depicting signs represent actions (e.g. holding an old phone or video-calling a friend).
Constructed action	The signer switches between roles to act out different scenarios, such as texting on a phone or using a video call.
Use of space	The signer assigns areas in space to represent past and present and switches between them to organise the content visually.
Non-manual features	Facial expressions are used to convey emotions such as excitement or frustration, enhancing the message.
Engaging the audience	The signer adds depth by reflecting on the meaning or lesson learned, giving the story purpose beyond entertainment.

Report

Clear structure	The report follows a structured format: greeting, title/topic, purpose, summary, content and conclusion.
Use of space	Different areas in the signing space represent different topics such as recycling bins, the garden and lessons, keeping the report visually organised.
Non-manual features	Facial expressions convey important emotions (e.g. satisfaction, concern), making the report more engaging.
Constructed action	Role-shifting helps illustrate the experience of students, showing their reactions to the eco-lessons.
Objective tone	The signer maintains a balanced, objective tone, focusing on both achievements and areas for improvement.
Statistics	The signer uses numbers and percentages.

Review

Signing space	The signing space is used effectively to visually represent ideas, characters and scenes.
Non-manual features	Facial expressions, head movement and body shifts convey the reviewer's attitude or opinion about the book.
Constructed action	Constructed action can be used to mimic gestures or actions from the book, adding a dynamic element to the review. Role-shifting allows the reviewer to adopt different characters' perspectives, such as portraying Harry or describing a scene from his viewpoint.
Depicting signs	Depicting signs are used to describe characters and/or settings, and to demonstrate key scenes in the story such as a wand movement or a character's flight on a broomstick.
Pointing and indexing	Indexing is used to refer to different topics or characters introduced in the review; for example, pointing to a specific location in the signing space to represent 'Hogwarts'.

Sequencing and transitions	A clear use of transitions indicates the flow of the review; for example, signing 'first', 'second' and 'next' to organise different aspects of the book being discussed.
Opinion and evaluation markers	The signer uses signs that indicate the reviewer's personal opinion or evaluation, such as 'I think', 'good for young readers' or 'exciting'.

Story

Use of list buoys	Listing is used when introducing characters (in the example, 'Tommy' and 'Biscuit'). The example lists Tommy's characteristics (age, loves dog) using the non-dominant hand to show '1. 8-YEARS-OLD, 2. LOVE DOG'.
Fingerspelling	'B-I-S-C-U-I-T' is fingerspelled the first time the dog's name is introduced, followed by establishing a sign for 'Biscuit' and using this sign for the rest of the story.
Constructed action	Constructed action: • shows Tommy's actions: his hands cupping around his mouth as he calls out 'Biscuit, where?', and the movements of his head as he looks around anxiously • depicts Tommy's relief or excitement when he finally spots Biscuit • allows the signer to shift roles between Tommy and other characters (e.g. Tommy calling out for Biscuit and then taking on the role of someone else responding or a passerby who notices Tommy) • allows the signer to take on Tommy's perspective when he sees Biscuit, shifting his body and looking into the distance.
Eye gaze	Eye gaze is used to follow Biscuit's imagined path as he runs away and to look in the direction Tommy searches. When Tommy spots Biscuit stuck in the fence, the signer gazes far away to show the distance between them.
Use of space	The signer sets up different locations in the signing space: one side to represent Tommy's house, another area for where Biscuit ran, and a different area for the fence where Biscuit is stuck. The signer uses the space to show the distance between Tommy and Biscuit and the journey Tommy takes while looking for him.
Depicting signs	Depicting signs show Biscuit running and then being stuck in the fence, and Tommy walking or running as he searches for Biscuit, including his actions while climbing over obstacles.
Sequencing and aspect to show how much time passes	The signer uses clear sequencing to show the progression of events: • [ONE DAY] (point in time) BISCUIT RUN AWAY, TOMMY WORRY • [NEXT] TOMMY LOOK ALL DAY (use repetition and constructed action to embed time factor: LOOKING+++) • [PAH!] (facial expression shows sudden realisation) TOMMY SEE BISCUIT, FAR AWAY (point), STUCK FENCE.

Vlog post

Non-manual features	Facial expressions are crucial in Auslan vlogs, as they convey the speaker's emotions, attitudes and emphasis. For example, raised eyebrows can indicate a question, while a smile or frown shows feelings such as happiness or disappointment. Head movements support the meaning of signs, such as nodding for agreement or shaking the head for disagreement.
Use of space	The signing space can be used to set up different locations or timeframes, with points in the signing space representing different places, people or events. This feature also helps indicate relationships or distances, like comparing two things by positioning them on different sides.
Constructed action	Constructed action involves mimicking actions, gestures, or behaviours of people or objects to visually demonstrate what happened or how something works. It adds a dynamic element to vlogs by providing a visual representation of events. Role-shifting is used to take on different perspectives or mimic other people's actions and behaviours. This technique is effective for recounting conversations, showing interactions or portraying various characters' perspectives. The shift between roles is usually indicated by changes in body position, gaze direction or facial expression.
Use of list buoys	Listing on the non-dominant hand helps organise information, such as giving multiple reasons, steps in a process, or describing several characteristics. It adds structure to the vlog, making it easier for viewers to follow the content.
Fingerspelling	Fingerspelling is used for proper nouns, unfamiliar terms or specific English words that do not have a common sign. It helps clarify names, locations or concepts that may not have a widely recognised sign in Auslan.
Depicting signs	Depicting signs are used to visually represent people, objects or actions. They can show size, shape, movement or location. For example, using a classifier to represent a car driving down the road or a person walking gives a more vivid description of the scene.
Sequencing and transitions	Clear sequencing words or signs (e.g. 'first,' 'next,' 'then,' 'finally') are used to structure the vlog and show the flow of events. Transitions, such as discourse markers, help indicate a change in topic, time or location, making the vlog easier to follow.
Eye gaze	Eye gaze can help establish spatial relationships, show focus on a particular object or area, or indicate where an action is occurring. It also supports role-shifting by showing which character is 'speaking' or where the action is directed.
Mouthing and incorporation of English words	Used in combination with fingerspelling, some vloggers may mouth English words or incorporate simple English terms to emphasize certain points or for clarity. This can be particularly useful when there is no specific Auslan sign for a concept or when trying to ensure understanding.
Use of repetition for emphasis	Repeating a sign or concept can add emphasis, highlight important information or show excitement or urgency. This technique helps engage the viewer and ensures key points are conveyed clearly.
Interactive techniques (addressing the viewer)	Vloggers often address the viewer directly, using signs like 'YOU' or making eye contact to create a connection. Engaging with the audience through questions, inviting comments or using inclusive language (e.g., 'we' or 'us') can make the vlog feel more interactive.

Styles of signing

Descriptive

Descriptive signing engages the viewer's attention as the signer paints a picture through signs to make the viewer see what they are depicting. The signer uses precisely chosen vocabulary and linguistic features to create a vivid impression of a person, place, object, event or character or a particular mood or atmosphere.

Evaluative

Evaluative signing aims to reach a conclusion acceptable to an intelligent, unbiased viewer through the logical presentation and discussion of facts and ideas. The signer presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives. Evaluative signing uses objective style and appeals to reason, not emotion. Creating an impression of balance and impartiality is essential.

Imaginative

Imaginative signing manipulates language to create the desired impression, response or appeal. The signing emphasises context (physical surroundings and atmosphere) and situation by including detailed descriptions of people, places, emotions and atmosphere.

Informative

Informative signing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style using impersonal expressions. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically.

Personal

Personal (expressive) signing refers to various forms of signing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the signer and the viewer. The signer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal signing is generally composed in the first and/or second person in a subjective, informal style.

Persuasive

Persuasive signing aims to convert the viewer to a particular point of view or attitude to convince them to act or respond in a certain way. The signer attempts to manipulate the viewer's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action.

Reflective

Reflective signing explores opinions or events for greater understanding and tries to convey something personal to the viewer. It allows the signer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflection involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	view texts in Auslan
	interact with deaf people and other proficient signers
	learn vocabulary and set phrases in context
	explain own understanding of a grammar rule or language pattern to someone else
	use a monolingual or bilingual dictionary to understand sign information and confirm meaning
	make connections with prior learning
To make meaning from texts	view and determine essential information from key words/signs
	work out meaning of familiar and unfamiliar language by applying context
	make links between English and Auslan texts
	analyse and evaluate information and ideas
	recognise the attitude, purpose and intention of a text
	use information in a text to draw conclusions
	summarise text in own words or reorganise and re-present the information
	reflect on cultural meanings
To produce texts	view a question and determine the topic, audience, purpose, text type and style of signing
	manipulate known elements in a new context to create meaning
	structure an argument and express ideas and opinions
	use discourse markers and conjunctions to link sentences
	organise and maintain coherence of text
	evaluate and redraft text to enhance meaning

Purpose of strategy	Strategies
To engage in sign interaction	• connect with proficient users of Auslan, engage with the Deaf community and practise signing
	• use visual clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise Auslan

Appendix 4 – Glossary

Authentic

Authentic is used to refer to contexts and learning experiences that allow students to use appropriate language for a given real-life situation.

CCAFL

The Collaborative Curriculum and Assessment Framework for Languages (CCAFL) project is an initiative of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). It is a long-running national collaborative curriculum and assessment model that supports the provision of high-quality languages education at the senior secondary level. It provides a common framework for the development of language curriculum and external assessment that ensures the ongoing provision of languages that might otherwise be unsustainable due to small candidatures.

CCAFL Framework (2021)

The *CCAFL Framework (2021)* provides the structure and elements that will be common to all Australian CCAFL Languages developed at this level. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages.

Context for creating meaning in Auslan

Context for creating meaning in Auslan refers to both the level of formality and type of interaction required in the production of Auslan for communication in a particular situation.

Auslan texts or signed texts are broadly categorised as informal when referring to spontaneous communication, and formal when describing a prepared communication act.

Creating meaning in Auslan

Creating meaning in Auslan refers to any language that students generate themselves in signed or visual form. When creating meaning in Auslan, students present information, experiences, opinions and ideas through a range of interactions, text types, styles of signing and media. Creating meaning in Auslan is not limited to particular contexts, purposes or audiences, and includes language for all student products.

Intercultural competence

Intercultural competence is the ability to think, behave and create meaning to communicate effectively with people across cultures.

Mediating

Mediating between languages refers to an understanding of what is required to take meaning expressed in one language and create similar meaning in another language. Students need to consider aspects of language and culture that help or deflect shared understanding, and account for these in effective communication.

Self-representation

Self-representation refers to how students present themselves to others when using Auslan.

Visual images

For the purposes of this syllabus, visual images are defined as viewed texts that do not rely on signing or writing to convey meaning.

Visual images may include a wide range of texts, such as film, cartoons, photographs, posters, artworks, maps and many more. Care must be taken when selecting visual images for school-based assessment tasks to ensure that the information required in the student response is primarily located in the visual aspects of the image. Maps, charts and graphs with extensive written information may not be suitable as visual images in this context.

Appendix 5 – Resources and support materials

This information is designed to provide guidance for teachers on how to locate suitable resources for teaching, learning and internal assessment associated with the *CCAFL Framework* (2021) and language studies based on it.

Dictionaries

The following dictionaries are suitable for the study of Auslan and for teaching and learning:

- Bernal, B. and Wilson, L. (ed.) (1998). *The VSDC Auslan Dictionary (English to Auslan)*. VSDC Inc.
- Johnston, T. (ed.) (1998). *Signs of Australia: A New Dictionary of Auslan*. North Rocks Press.
(Note: foundational linguistics dictionary of Australian sign; also available on CD-ROM)
- Parker, P. and Schembri, A. (ed.) (1996). *Technical Signs for Computer Terms*. North Rocks Press.
- Spicer, P. and Rogers, I. (ed.) (1989). *Technical Signs for Mathematics*. NSW Department of Technical and Further Education.
- Auslan Signbank – The Auslan Signbank Dictionary
<https://auslan.org.au/about/dictionary/>
- Find Sign
<https://find.auslan.fyi>

Other resources for use with studies based on the *CCAFL Framework* (2021)

Useful resources for a teaching, learning and assessment program include resources suitable for student use and reference materials for teacher use, such as:

- course books that include texts or learning that reflect the aims and requirements of the *CCAFL Framework* (2021) and studies based on it
- grammar and writing guides
 - Johnston, T. and Schembri, A. (2007). *Australian Sign Language (Auslan): an introduction to sign language linguistics*. Cambridge University Press.
- journals and periodicals
- language-specific social media posts and news, television or other programs
- films and documentaries
- library resources
- reading and visual texts
- literature from the language
- materials from organisations and associations that provide signed translations online, such as Deaf organisations, government departments and community groups
- teacher resources on grammar, language, culture and teaching and learning activities
 - Monash University – Auslan beginner textbook
<https://www.monash.edu/arts/languages-literatures-cultures-linguistics/auslan-beginner-textbook>
- websites.

Selecting suitable resources

The following advice may help teachers locate suitable resources for the teaching and learning program for their students.

1) Be familiar with the language requirements and content of the study

Teachers should note that students are expected to:

- engage with sub-topics related to the prescribed topics
- have opportunities to engage with the learning objectives and content of the curriculum
- encounter contemporary language
- access modern content and forms of information
- encounter resources that suit the language expected for this level of learning.

2) Avoid unsuitable sub-topics and resources

Teachers must avoid sub-topics and resources that:

- may cause distress to individuals or groups of students
- present disrespectful or discriminatory content
- present controversial or contentious content
- condone or glorify unlawful behaviour.

A broad range of sub-topics may be used in classwork, and all the sub-topics, and the resources to support them, must meet these standards.

In addition, teachers should avoid resources that:

- contain inappropriate language, violent content or sexual content. Particular care should be taken with websites that include advertising when providing links for students to use independently
- require students to subscribe or provide personal information for access.

Teachers should select only those texts or parts of texts that meet the standards outlined here.

Resources that do not meet these standards are also avoided in end-of-year external examinations. More information is provided under Content standards for comprehension and production examinations below.

3) Provide a variety of resources in teaching and learning

Teachers should seek to use a variety of resources that provide information for teaching, and texts that can be used for student learning.

It is important to expose students to a range of modelled language, including:

- a variety of text types
- language with different levels of formality and for different contexts, purposes and audiences
- examples of different styles of signing and language use, including descriptive, evaluative, imaginative, informative, personal, persuasive and reflective language, individually or in combination
- language used in a range of media.

4) Review texts before using them with students

Teachers should ensure that each resource presents:

- information on sub-topics directly related to the prescribed topics of the study
- suitable content for students (see above)
- accessible language for students at this level
- suitable stimulus texts for the tasks required in coursework and/or preparing students for examination tasks. For example:
 - Student analysis of language (analysing language) requires input presented in Auslan, English or through visual texts.
 - Texts used to stimulate an exchange or response (interacting in the language) require content for students to respond to.
 - Visual texts are unsuitable for language analysis tasks but may be suitable for engaging with cultural understanding or providing complementary information on a sub-topic.

Content standards for comprehension and production examinations

In an examination environment, contexts that may inadvertently cause anxiety, distress or offence or that might relate to a distressing event in a student's life are avoided. Texts that present disrespectful, discriminatory, controversial or contentious content are also avoided.

In addition, comprehension and production examination setting and vetting teams are sensitive to sub-topics or questions that, although not directly discriminatory or distressing, may pose problems. For example, care is taken to avoid:

- advantaging, disadvantaging or prioritising one gender, community, religious group or socioeconomic group
- cultural, social and gender stereotypes
- contexts, sub-topics and questions that may be perceived as promoting an opinion or perspective that may cause offence or be politically controversial
- sub-topics and events that may offend or distress a section of the community (and events that may have ramifications for community members); for example, a natural disaster or a social or community tragedy
- real people's names, business names, products and advertisements.

Care is also taken to use correct and appropriate terms when referring to specific communities. For example, if referred to in relation to their specific location, Aboriginal communities are referred to by their language group, not in general terms such as Australian First Nations Peoples or First Nations Australians.

