Auslan Continuers Level

2015 Subject Outline

Stage 1 and Stage 2

Government
of South Australia

SACE
Board of SA

Stage 2 of this subject outline was developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). It was prepared in collaboration with the Victorian Curriculum and Assessment Authority on behalf of the Australasian Curriculum, Assessment and Certification Authorities (ACACA).

This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011

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INTRODUCTION

PURPOSES OF THE SACE

The South Australian Certificate of Education (SACE) is designed to enable students to:

- develop the capabilities to live, learn, work, and participate successfully in a changing world
- plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.

SUBJECT DESCRIPTION

Auslan at continuers level may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

The subject outline for Auslan at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects.

The Auslan continuers level subject outline is designed for students who, typically, will have studied Auslan for 400 to 500 hours by the time they have completed Stage 2. Some students with less formal experience than this will also be able to meet the requirements of this subject outline successfully.

The language to be studied and assessed is Auslan, which is the visual–gestural language of the Australian sign linguistic minority group, rather than the auditory–oral language of Australian English speakers. Although it is derived from British Sign Language, which was brought to Australia by the early settlers, Auslan has developed into a unique Australian language characterised by its own grammar and lexicon. Auslan does not have a written form. Competence in the morphological, syntactic, and discourse structures of Auslan is expected. Regional variations are recognised when used appropriately.

Students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how Deaf culture and identity are expressed through natural signed language. Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with Auslan users to exchange information, opinions, and experiences; create original signed texts in Auslan for specific audiences, purposes, and contexts; and analyse, process, and respond to a range of texts. Students reflect on the ways in which culture is created, expressed, and communicated through language.

Students develop an appreciation and understanding of how Auslan is used effectively and appropriately by using the skills of seeing, signing, deciphering (English glosses), and writing (both English glosses and printed English) for a range of purposes in a variety of contexts. In Auslan at continuers level, students develop their visual–gestural language skills with special abilities such as fingerspelling and finger reading.

Students explore a range of prescribed themes and topics from the perspectives of diverse groups and individuals in their own community and in signed languages–using communities.

CAPABILITIES

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The capabilities include the knowledge and skills essential for people to act in effective and successful ways.

The five capabilities that have been identified are:
- communication
- citizenship
- personal development
- work
- learning.

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

The capabilities for communication and citizenship are reflected in the learning requirements, content, assessment design criteria, and performance standards of this subject outline. In Auslan, students develop communication skills and intercultural understanding to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Communication

Students develop their ability to interpret and understand interactions between diverse individuals. They develop their understanding of how meaning is created and interpreted in the process of communication.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills, and use a range of strategies to sustain communication. Students interact with Auslan users, and create signed texts in Auslan for a variety of purposes and in a range of contexts of language use. They analyse and respond to signed texts in Auslan, and share new insights and information.

Students examine relationships between language, culture, and identity by, for example, comparing and making connections between bimodal languages and cultures, and reflecting on the ways in which culture influences communication.

Citizenship

In this subject, students develop their capability for citizenship by, for example:

- building intercultural communication skills to strengthen social relationships between Deaf and hearing Auslan-using people by effective communication and understanding
- expanding their knowledge and understanding of themselves as communicators, of Deaf Auslan bilingual users, and of the world around them
- analysing linguistic and cultural similarities and differences, and directly interacting with Deaf Auslan bilingual users to build their own understanding of diverse ways of knowing, being, and doing
- exploring themes and topics from the perspectives of different individuals and communities, including their own perspective.

Personal Development

In this subject, students develop their capability for personal development by, for example:

- establishing a strengthened sense of personal, linguistic, and cultural identity
- reflecting on intercultural experiences and considering the ways in which they might respond in the future, for example, to linguistic and cultural diversity
- taking opportunities to strengthen and extend their interpersonal skills, and skills in self-expression
- reflecting on their attitudes, beliefs, values, and perspectives by comparing their language and culture with Auslan and Deaf culture represented in signed texts.

Work

In this subject, students develop their capability for work by, for example:

- gaining an understanding that learning a language helps them to live and work successfully as linguistically and culturally aware citizens of the world
- improving their communication skills and interpersonal skills, which are valued skills for employment, and applying these skills to living and working in a local and national environment
- exploring change as it affects the world of work from the perspective of their own communities and the Auslan–signing communities
- relating their communication skills to further study and employment.

Learning

In this subject, students develop their capability for learning by, for example:

- employing learning strategies such as cognitive skills to think in analytical, critical, creative, and reflective ways
- learning through language to understand the dynamic nature of language and how language is used as an expression of identity
- learning about language to build their knowledge of Auslan and how it works.

LITERACY IN AUSLAN AT CONTINUERS LEVEL

In Auslan, students have opportunities to develop the following literacy skills:

- using appropriate and effective language when learning about language, that is, understanding that metalanguage appears in a written English format
- understanding the grammatical and syntactic rules that ensure clear communication between interlocutors
- demonstrating an ability to integrate expressive and receptive signing skills
- developing and applying linguistic and intercultural knowledge, skills, and understanding to communicate appropriately in Auslan in different social settings
- deepening their knowledge and understanding of how languages function by comparing grammatical and discourse structures of English and Auslan, by reading written English and English glosses (Auslan transcriptions)
- using culturally appropriate media and communication technologies, for example, mobile phones and the Internet, to access signed texts.

NUMERACY IN AUSLAN AT CONTINUERS LEVEL

In Auslan, students have the opportunity to develop the following numeracy skills:

- using numerical signing corresponding to age, time, date, population, temperature, probability, data, and spatial sense
- using numerical signing to understand information presented in mathematical terms and in counting and calculation
- evaluating and interpreting data (e.g. about the Deaf population and Auslan use).

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Auslan Continuers Level

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with Auslan users to exchange information, opinions, and experiences in Auslan
2. create original signed texts in Auslan to express ideas, information, feelings, and opinions
3. analyse, process, and respond to signed texts that are in Auslan
4. understand in depth selected aspects of the language and culture of Deaf communities in Australia, and reflect on the ways in which culture influences communication.

Meeting these learning requirements involves using the skills of communicating in informal and formal contexts in Auslan, and being able to move between Auslan and English.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT

Stage 1 Auslan at continuers level may be undertaken as a 10-credit subject or a 20-credit subject.

Stage 1 and Stage 2 Auslan at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Deaf and Hearing Communities
- The Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and

relationships with others. This theme also enables students to study topics from the perspective of other people.

The theme 'The Deaf and Hearing Communities' explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own cultures and those of others.

The theme 'The Changing World' enables students to explore change as it affects aspects of the world of work and other topics, for example, technology, travel, and social issues.

These themes have a number of prescribed topics and suggested subtopics with which students will engage in their study of Auslan. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

Not all topics will require the same amount of study time. The length of time and depth of treatment for each topic will vary according to the learning requirements being covered and the linguistic needs and interests of students.

The following table shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Deaf and Hearing Communities	The Changing World
• *Personal Identity* Examples *Deaf/hearing individuals and groups within the community* *Multicultural identity* *Name signs* *Self-identification* *Hobbies and personal interests* *Personal opinions and values* *Hopes and aspirations* • *Relationships* Examples *Family* *Education and aspirations* *Deaf role models*	• *Lifestyles* Examples *Family, teenager life* *Sport and the Deaf community* *Rural and metropolitan Deaf communities* • *Arts and Entertainment* Examples *Theatre of the Deaf* *Captioning* *The Deaf Club* • *Development of the Deaf Community* Examples *History and traditions* *Deaf v. deaf* *How Deaf and hearing communities are developed* *The role of deaf people in establishing services* *Deaf organisations* • *Values, Attitudes, Beliefs* Examples *Language policy* *Deaf history* *Participation and membership* *World Federation of the Deaf*	• *Technology* Examples *Communication techniques* *Amplification* • *The World of Work* Examples *People at work, including different types of work* *Work experience and careers, tertiary options, search for work, job applications, and interests* • *Travel* Examples *Making holiday plans* *World Federation of the Deaf* *Other sign language(s)* *Transport* • *Social Issues* Examples *Dealing with conflict* *Discrimination* *Debate on cochlear implants* *Gene technologies*

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

Signed Text Types

Students should be familiar with the following signed text types. Signed text types indicated with an asterisk (*) are those that students may be expected to produce in the external examination at Stage 2. In their teaching and learning program, teachers may introduce students to a wider range of signed text types than are presented here. Signed text types are broadly categorised as 'informal' when referring to spontaneous communication, and 'formal' when describing a prepared communication act.

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

Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary relevant to the topics prescribed. The teaching of vocabulary, including fingerspelt lexical items, should occur within the appropriate cultural contexts, as signs articulated in isolation may differ when articulated in a signed sequence. Examples of signs, compounds, borrowed signs, blends, loan translations, and the use of initialisation are given in the *Auslan Grammar Video* (available from the SACE Board of South Australia), which accompanies this subject outline. The *Auslan Grammar Video* contains illustrated examples of the vocabulary and grammar that teachers and students are expected to cover.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students are likely to already have a reasonable understanding of the function of grammar in Auslan through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts involves extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Auslan in a continuers-level program are expected to recognise and use the following grammatical items, which are also described in *the Auslan Grammar Video*:

Sub-lexical Structures of Signs

Parameters and Formational Properties of Signs

- Handshape
- Location
- Movement
- Orientation
- Non-manual features, that is, facial expression, head movement, and their important role in Auslan
- Communication.

Morphological and Lexical Structures (types) of Signs

Free and Fixed Signs

- Free morphemes capable of standing alone or occurring on their own in a signed sequence, for example, HOUSE, BOY, JUMP
- Bound morphemes not capable of occurring on their own in a signed sequence but needing to be accompanied by another morpheme, for example, classifiers, temporal aspect
- Inflection, meaning addition or change to one or more of the formational properties of signs, that is, movement, location, to incorporate change in grammatical function.

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

Adjectives/Adverbs

- One-to-one word–sign correlation
- Signs incorporated into other signs
- Signs occurring in isolation
- Realisation of a great deal of the lexical content of the signs through facial expression
- Use of facial expression for expanding meaning rather than always relying on the use of discrete signs.

Classifier Signs

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

Descriptive Classifiers

- Size
- Shape
- Texture
- Arrangement.

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

Pluralisation through an inflectional process, for example, reduplication.

Proform Classifiers

- People
- Animals
- Vehicle.

Pluralisation of Classifiers

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

Pronominalised Signs (pointing signs)

- When referring to people who are present in the signing space (deictic)
- When referring to people who are not present in the signing space but conceived of as if they were present (anaphoric)
- The following pronouns realised as pointing signs, Flat B handshape, A fist, or pointing:
  – personal
  – possessive
  – reflective
  – demonstrative (this, that, those, these, here, there).

Verbs

Note: The presence of verbs that inflect for case may impact on the syntactical organisation of the sentence.

Inflection

Aspect

- Temporal aspect (internal time, emphasising that a particular action is completed, ongoing, habitual, repeated, has commenced but has not finished)
- Distributional aspect (demonstrating quantification, manner, degree, for example, EACH, ALL, SOME).

Case

- Demonstrating the notions of subject–object through inflection realised as a change in either the beginning or the end of the location of the sign; subsequently changing the movement of the sign to reflect the new direction, subject–verb; object–verb, for example, GIVE, BLAME, HELP, SHOW*, TELL*, CRITICISE, TEACH, KISS, SEE*, ASK*.

Note: Signs marked with an asterisk (*) are signs that are anchored to the respective body part for the initial location.

Spatial Verbs

Agreement with spatial loci found in neutral space or on the body proper rather than with grammatical locations, for example, FLY, WASH, OPERATE, INJECT, PUNCH, STAB.

Compounds or Blended Signs

For example, in composed signs such as LOOK AFTER, TEST/EVALUATE.

Syntax and Discourse

Contextualisation

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

Word Order Flexibility

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

Space

The building of visual pictures through:

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

Topicalisation

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

- Use of topic–comment structure in some constructions
- Topic used in sentence–initial position
- Non-manual markers of a topic, for example, head nod, pause, raised eyes followed by comment, that is, TOPIC, NON-MANUAL MARKER, AND COMMENT
- Subject–verb order with certain verbs.

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

Numerals

The following signs function as numerals:

- cardinal numbers
- ordinal numbers, for example, first, second
- clock time
- denoting ages of people
- numbers incorporated in personal pronouns, for example, TWO OF US
- numbers incorporated in temporal adverbs.

Time Marking

- Use of time markers rather than tense markers
- Appropriate placement of time markers, non-manual and manual
- Use of time markers to locate events in time; to distinguish between present time, the distant and recent past, near and distant future
- Adverbs of time, for example, yesterday, recently, past, will, next week
- Timelines
- Incorporating dates and events linked to a calendar.

Sign for FINISH

- Use of the verb in three different ways:
  - indicating a past action
  - indicating a completed action, for example, in perfective verb aspect it is often articulated by a spread handshape making it a compound-like sign
  - as a connective or sequence, that is, may have English approximation of 'then' sequencer.

Pluralisation

In Auslan, a common way of pluralising nouns is by:
  - numerical plurals, for example, 3 DOG
  - reduplication of signs
  - numerical adverbs, for example, MANY, SOME, FEW.

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

Negation

Auslan has a range of possible negation markers:
  - non-manual negation characterised by a head-shake that accompanies the signing sequence
  - negative adverbs, for example, NO, NOT YET, NEVER, NOTHING, HAVE NONE
  - negative inflection, for example, DISAGREE, NOT-BELIEVE, and DON'T WANT.

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

Signing Sequences

Combining signs to form longer sign sequences and the rules that govern their formation.

Questions

- Use of appropriate non-manual markers such as facial expression and body shift
- Yes/no questions
- WH/open information questions.

Statements

- Declarative
- Imperative
- Conditional, for example, may use signs such as fingerspelling as IF or PRETEND (equivalent to 'if' or 'suppose' in English) while using non-manual marker, that is, eyebrow raise and slight backward movement of head.

Complex Sentences

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

WHO   WHEN

WHERE   WHAT

 WHY   WHICH.

HOW

Fingerspelling

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

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Auslan continuers level:

- Assessment Type 1: Informal Signed Assessment
- Assessment Type 2: Formal Signed Assessment
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through five assessments. Students undertake:

- one informal signed assessment
- one formal signed assessment
- one text analysis
- one formal signed response in Auslan and one reflective response in Auslan or English for the investigation.

Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- ideas
- expression (technical application)
- communication strategies
- analysis and reflection.

The specific features of these criteria are listed below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

I1   Relevance
- relevance to context, purpose, audience, and topic
- conveying appropriate detail, ideas, information, or opinions
- creating interest and engaging the audience.

I2   Depth of treatment of ideas, information, or opinions
- depth and breadth of content
- elaboration of ideas and support of opinions
- planning and preparation.

Expression (Technical Application)

The specific features are as follows:

E1   Capacity to convey information accurately and appropriately
- range of expression (i.e. linguistic structures and features, Auslan lexicon)
- accuracy of expression (i.e. linguistic features, grammar, Auslan lexicon)
- appropriateness of expression (e.g. form of address, manner, register, tone) and cultural conventions (e.g. sign linguistic structures; lexical choices including manual, non-manual, multi-channel signs, and the use of fingerspelling)
- use of cohesive devices.

E2   Coherence in structure and sequence
- structure and sequence of ideas and information
- use of the cultural and discourse conventions of text types in formal and informal contexts.

Communication Strategies

The specific features are as follows:

CS1 Capacity to initiate, maintain, and close a signed interaction

– communication and repair strategies (e.g. self-correct and rephrase; ask for repetition; clarification)

– social and affective strategies (e.g. recognise, respond, and provide cues for turn-taking, ask questions, emotional non-manual features, pause-fillers, body language).

CS2 Clarity and fluency of expression

– use of signing space, non-manual markers (intonation), pace, rhythm, and stress, expressive and receptive fingerspelling, non-core native lexicon.

Analysis and Reflection

The specific features are as follows:

AR1 Interpretation of meaning in texts

– the content (general and specific information)

– the context, purpose, and audience of the text

– concepts, perspectives, and ideas represented in the text.

AR2 Analysis of the language in texts

– linguistic and cultural features (e.g. lexical and grammatical choice)

– stylistic features (e.g. tone, register, textual features and organisation, discourse structure).

AR3 Reflection

– reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts

– reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied

– reflection on own learning.

SCHOOL ASSESSMENT

Assessment Type 1: Informal Signed Assessment

Students interact with others to exchange information, ideas, opinions, and experiences in Auslan, through informal signed texts.

The use of the term 'informal signed texts' refers to spontaneous communication, namely, that which is not usually recorded.

Students may participate in, for example, conversations, narratives, and discussions.

The design of the assessments should specify a context, purpose, and audience.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies.

Assessment Type 2: Formal Signed Assessment

Students create formal signed texts in which they express ideas and/or information and/or opinions and/or feelings in Auslan.

The use of the term 'formal signed texts' refers to a communicative act prepared before presentation.

Formal signed texts may include signing advice, announcements, descriptions, instructions, interviews, explanations, narratives, personal accounts, presentations, reports, reviews, speeches, or responding to signed texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of signing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies.

Assessment Type 3: Text Analysis

Students analyse and interpret a text or texts that are in signed Auslan and give a response or responses in Auslan and/or English.

Students analyse and interpret meaning and reflect on language use by responding to texts in signed Auslan, for example, stories, jokes, personal accounts, announcements, speeches, presentations, signed blogs, interviews, conversations, and signed magazines.

The design of the assessments should enable students to:

- interpret meaning in text(s), by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - concepts, perspectives, and ideas represented in texts
- analyse linguistic and cultural features in text(s)
  - lexical and grammar choice
  - stylistic features (i.e. tone, register, textual features and organisation, discourse structure)
- reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:

- analysis and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with 'The Deaf and Hearing Communities' or 'The Changing World' themes. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher.

Students should complete both assessments for the investigation:

- a formal signed response in Auslan
- a reflective response in Auslan or English.

The design of each assessment should differ in context, purpose, and audience, and be supported by evidence of preparation and research.

A Formal Signed Response in Auslan

Students create a text in signed Auslan, in which they express ideas, information, and opinions about their investigation.

A Reflective Response in Auslan or English

Students reflect on their experience in undertaking the investigation in Auslan or English.

Students may reflect on, for example:

- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how cultures, values, beliefs, practices, and ideas are represented or expressed in the texts studied
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in texts studied
- how the investigation has increased their understanding of Deaf and hearing communities
- how their learning in their investigation has affected them personally (e.g. identity, culture, values).

Students:

- sign a reflective response

or

- write a reflective response (e.g. a reflective essay, a personal journal entry, a blog).

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies
- analysis and reflection.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Auslan Continuers Level

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of ideas, information, or opinions on familiar topics. Effective elaboration of ideas and support of opinions. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Effective use of a range of appropriate Auslan lexicon and linguistic features. Familiar Auslan lexicon and sign linguistic structures and features are used with a high degree of accuracy in familiar contexts. Some errors when trying to produce more complex structures or low-frequency structures, but errors do not usually impede meaning. Some multi-channel signs are used appropriately. Choices of signs are careful, according to informal or formal signing contexts. A range of cohesive elements is appropriate to provide continuity in a text. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type are observed.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Signed interaction on familiar topics is initiated, maintained, and closed with minimal input from the interlocutor. A range of communication and repair strategies is adopted to interact effectively. Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics. A range of social and affective strategies is adopted to interact effectively. *Clarity and Fluency of Expression* Intonation and stress are used effectively. Signing space in informal and formal contexts, non-manual markers such as pauses, headshakes, nodding, head thrust, head tilting forward, wh-q, y/n-q, etc.; adverbial non-manual markers are used to enhance clarity and fluency of expression. Non-core native lexicon, particularly depicting signs, is actively created. Execution of signs is generally accurate and clear.	*Interpretation of Meaning in Texts* Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics. Conclusions are drawn about purpose, audience, and message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features (such as discourse structure, lexical and grammatical choice) in the text are explained clearly. Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly. *Reflection* In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Thoughtful reflection on own learning.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
B	*Relevance* Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and opinions. Responses generally create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics. Generally effective elaboration of ideas, and some support of opinions. Sound planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* A range of appropriate Auslan lexicon and linguistic features is used. Familiar Auslan lexicon and sign linguistic features are used confidently in familiar contexts with a sound degree of accuracy. Errors appear when an attempt is made to produce more complex structures or low-frequency structures. These errors may sometimes interfere with meaning. Execution of signs is generally clear and accurate. Choices of signs are generally sound, according to informal or formal signing contexts. Use of simple cohesive elements is appropriate to provide continuity in the text and to link ideas. *Coherence in Structure and Sequence* Mostly well-structured and coherent organisation of information and ideas. Most conventions of the text type are observed.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Signed interaction on familiar topics is maintained and closed. Some reliance on input from the interlocutor to maintain interaction. A number of communication and repair strategies are adopted to maintain interaction. Well-rehearsed language is used to interact. Occasional silences because of lack of comprehension and time required to process more complex language. A number of social and affective strategies is adopted to maintain interaction. *Clarity and Fluency of Expression* Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Intonation and stress are used effectively. Signing space in informal and formal contexts, signs, and non-manual markers are used with some degree of clarity and fluency. Non-core native lexicon, particularly depicting signs, is created.	*Interpretation of Meaning in Texts* Key ideas represented in texts containing familiar language and familiar content are identified and explained. Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity. *Analysis of the Language in Texts* The functions of particular linguistic features in the text are identified and described. Cultural features in the text are recognised and described. Stylistic features in the text are identified (e.g. register, tone, textual features/organisation). *Reflection* Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Some depth in reflection on own learning.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
C	*Relevance* Responses are generally relevant to the topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions, with generally appropriate information. Responses generally create some interest and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some variety in the treatment of information and simple ideas or opinions on familiar topics. Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Some appropriate use of Auslan lexicon and linguistic features is observed. Familiar Auslan lexicon, sign linguistic structures, and well-rehearsed language are used to make meaning. Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. When attempts are made to elaborate, structure is often based on English. Signs can be understood. Choices of signs are appropriate to informal or formal signing contexts, but may be used inconsistently. Choices of signs are generally sound, according to informal or formal signing contexts. Use of simple cohesive devices is appropriate to provide continuity in text and to link ideas. Often relies on the same cohesive elements to link ideas. *Coherence in Structure and Sequence* Some coherent organisation of information and ideas. Some of the conventions of the text type are observed (e.g. can use rehearsed salutations).	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Some communication and repair strategies are adopted to maintain interaction. Partial understanding of questions may lead to a response that is not relevant. Internal formational structures of signs are unambiguous. Social and affective strategies are used to maintain interaction on familiar topics. Dependence on the interlocutor to lead and maintain interaction. *Clarity and Fluency of Expression* Responses may be uncertain and fluency is often confined to pre-learnt material. Well-rehearsed language is used to respond to simple questions on familiar topics with minimal elaboration. Signing space in informal and formal contexts used with some clarity, but may be stilted at times. A small number of non-core native lexicon, particularly depicting signs, is created.	*Interpretation of Meaning in Texts* Identifies and extracts some relevant information from texts on familiar topics containing predictable and familiar language structures. Interpretations of text are supported with isolated examples from the text. Competent understanding of context, purpose, and audience. Main points and ideas in the text are identified. *Analysis of the Language in Texts* Particular linguistic and cultural features of the text are identified. Particular stylistic features are identified. *Reflection* Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Some reflection on learning experiences.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
D	*Relevance* Responses are partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some basic treatment of information or ideas relating to simple aspects of familiar topics. Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion. Some planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Range and appropriateness of Auslan lexicon and linguistic features are limited. Learnt structures and Auslan lexicon and formulaic expressions are depended on to convey meaning. Learnt Auslan lexicon and structures are recombined to create simple sentences on very familiar topics. Some signs can be understood. Frequent incorrect choices of signs relating to informal or formal signing contexts interfere with meaning. Response may be derived from literal translations from English or first language. Limited range of cohesive elements results in text being a series of loosely connected clauses and ideas. *Coherence in Structure and Sequence* Partial organisation of ideas. Inconsistent evidence of the conventions of the text type.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Simple signed language, gestures, and mime are used to respond to simple questions on familiar topics. Ambiguity in internal formational structures of signs may inhibit fluency, creating errors that interfere with meaning. Most attempts to create non-core native lexicon, particularly depicting signs, are awkward. Interaction is maintained by input from the interlocutor. Signed utterances rarely consist of more than three signs in a sentence and there are frequent pauses and repetition. *Clarity and Fluency of Expression* Responses may be uncertain and fluency is very limited.	*Interpretation of Meaning in Texts* Key signs and some supporting detail are identified in texts dealing with familiar situations and topics. Limited understanding of context, purpose, and audience. Specific information in the text is transcribed rather than interpreted. *Analysis of the Language in Texts* One or more basic linguistic and/or cultural features of the text are identified. One or more stylistic features are identified. *Reflection* One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.

	Ideas	**Expression (Technical Application)**	**Communication Strategies**	**Analysis and Reflection**
E	*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to attempt to convey basic meaning. Attempted planning or preparation	*Capacity to Convey Information Accurately and Appropriately* Single signs, formulaic expressions, and rehearsed patterns are used to convey basic information relating to familiar topics. Limited use of Auslan lexicon and sentence structures with a high incidence of basic errors that impede meaning. Sentence structures and core native and non-core native vocabulary are limited, with a high degree of basic errors that interfere with meaning. Many inappropriate choices of signs relating to informal or formal signing contexts interfere with meaning. Most signed sentence structures are influenced by English. *Coherence in Structure and Sequence* Texts show little structure and flow. Responses are disjointed. Limited use of the conventions of the text type.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Signed utterances consist of one or two signs to respond. Internal formational structures of signs are ambiguous and not flowing and many errors in these signs may interfere with meaning. No non-core native lexicon, particularly depicting signs, is created. Frequent misunderstandings of simple questions. Heavy dependence on interlocutor to provide assistance in completing sentences or by interpreting intended meanings. *Clarity and Fluency of Expression* Internal formational structures of signs are ambiguous and lack flow, and many errors in these signs interfere with meaning. No non-core native lexicon signs, including common depicting signs, created.	*Interpretation of Meaning in Texts* Isolated items of information are identified in short texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). *Analysis of the Language in Texts* Attempted identification of a basic linguistic feature of the text. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. Learning experiences are listed.

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Auslan Continuers Level

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with Auslan users to exchange information, opinions, and experiences in Auslan
2. create original signed texts in Auslan to express ideas, information, feelings, and opinions
3. analyse, process, and respond to signed texts that are in Auslan
4. understand in depth selected aspects of the language and culture of Deaf communities in Australia, and reflect on the ways in which culture influences communication.

Meeting these learning requirements involves using the skills of communicating in informal and formal contexts in Auslan, and being able to move between Auslan and English.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

CONTENT

Stage 2 Auslan at continuers level is a 20-credit subject.

Stage 1 and Stage 2 Auslan at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Deaf and Hearing Communities
- The Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspective of other people.

The theme 'The Deaf and Hearing Communities' explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own cultures and those of others.

The theme 'The Changing World' enables students to explore change as it affects aspects of the world of work and other topics, for example, technology, travel, and social issues.

These themes have a number of prescribed topics and suggested subtopics with which students will engage in their study of Auslan. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

Not all topics will require the same amount of study time. The length of time and depth of treatment for each topic will vary according to the learning requirements being covered and the linguistic needs and interests of students.

The following table shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Deaf and Hearing Communities	The Changing World
• *Personal Identity* Examples *Deaf/hearing individuals and groups within the community* *Multicultural identity* *Name signs* *Self-identification* *Hobbies and personal interests* *Personal opinions and values* *Hopes and aspirations* • *Relationships* Examples *Family* *Education and aspirations* *Deaf role models*	• *Lifestyles* Examples *Family, teenager life* *Sport and the Deaf community* *Rural and metropolitan Deaf communities* • *Arts and Entertainment* Examples *Theatre of the Deaf* *Captioning* *The Deaf Club* • *Development of the Deaf Community* Examples *History and traditions* *Deaf v. deaf* *How Deaf and hearing communities are developed* *The role of deaf people in establishing services* *Deaf organisations* • *Values, Attitudes, Beliefs* Examples *Language policy* *Deaf history* *Participation and membership* *World Federation of the Deaf*	• *Technology* Examples *Communication techniques* *Amplification* • *The World of Work* Examples *People at work, including different types of work* *Work experience and careers, tertiary options, search for work, job applications, and interests* • *Travel* Examples *Making holiday plans* *World Federation of the Deaf* *Other sign language(s)* *Transport* • *Social Issues* Examples *Dealing with conflict* *Discrimination* *Debate on cochlear implants* *Gene technologies*

Note: **Bold** = prescribed themes, *__bold italics__* = prescribed topics, *italics* = suggested subtopics

Signed Text Types

Students should be familiar with the following signed text types. Signed text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination at Stage 2. In their teaching and learning program, teachers may introduce students to a wider range of signed text types than are presented here. Signed text types are broadly categorised as 'informal' when referring to spontaneous communication, and 'formal' when describing a prepared communication act.

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

Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary relevant to the topics prescribed. The teaching of vocabulary, including fingerspelt lexical items, should occur within the appropriate cultural contexts, as signs articulated in isolation may differ when articulated in a signed sequence. Examples of signs, compounds, borrowed signs, blends, loan translations, and the use of initialisation are given in the *Auslan Grammar Video* (available from the SACE Board of South Australia), which accompanies this subject outline. The *Auslan Grammar Video* contains illustrated examples of the vocabulary and grammar that teachers and students are expected to cover.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students are likely to already have a reasonable understanding of the function of grammar in Auslan through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts involves extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Auslan in a continuers-level program are expected to recognise and use the following grammatical items, which are also described in the *Auslan Grammar Video*:

Sub-lexical Structures of Signs

Parameters and Formational Properties of Signs
- Handshape
- Location
- Movement
- Orientation
- Non-manual features, that is, facial expression, head movement, and their important role in Auslan
- Communication.

Morphological and Lexical Structures (types) of Signs

Free and Fixed Signs
- Free morphemes capable of standing alone or occurring on their own in a signed sequence, for example, HOUSE, BOY, JUMP
- Bound morphemes not capable of occurring on their own in a signed sequence but needing to be accompanied by another morpheme, for example, classifiers, temporal aspect
- Inflection, meaning addition or change to one or more of the formational properties of signs, that is, movement, location, to incorporate change in grammatical function.

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

Adjectives/Adverbs
- One-to-one word–sign correlation
- Signs incorporated into other signs
- Signs occurring in isolation
- Realisation of a great deal of the lexical content of the signs through facial expression
- Use of facial expression for expanding meaning rather than always relying on the use of discrete signs.

Classifier Signs
- Understanding that they do not occur in isolation but are used with the noun referent to which they belong.

Descriptive Classifiers
- Size
- Shape
- Texture
- Arrangement.

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

Pluralisation through an inflectional process, for example, reduplication.

Proform Classifiers
- People
- Animals
- Vehicle.

Pluralisation of Classifiers

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

Pronominalised Signs (pointing signs)
- When referring to people who are present in the signing space (deictic)
- When referring to people who are not present in the signing space but conceived of as if they were present (anaphoric)
- The following pronouns realised as pointing signs, Flat B handshape, A fist, or pointing:
  - personal
  - possessive
  - reflective
  - demonstrative (this, that, those, these, here, there).

Verbs

Note: The presence of verbs that inflect for case may impact on the syntactical organisation of the sentence.

Inflection

Aspect
- Temporal aspect (internal time, emphasising that a particular action is completed, ongoing, habitual, repeated, has commenced but has not finished)
- Distributional aspect (demonstrating quantification, manner, degree, for example, EACH, ALL, SOME).

Case
- Demonstrating the notions of subject–object through inflection realised as a change in either the beginning or the end of the location of the sign; subsequently changing the movement of the sign to reflect the new direction, subject–verb; object–verb, for example, GIVE, BLAME, HELP, SHOW*, TELL*, CRITICISE, TEACH, KISS, SEE*, ASK*.

Note: Signs marked with an asterisk (*) are signs that are anchored to the respective body part for the initial location.

Spatial Verbs

Agreement with spatial loci found in neutral space or on the body proper rather than with grammatical locations, for example, FLY, WASH, OPERATE, INJECT, PUNCH, STAB.

Compounds or Blended Signs

For example, in composed signs such as LOOK AFTER, TEST/EVALUATE.

Syntax and Discourse

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

Word Order Flexibility
- Potential flexibility of word order in determining meaning normally dependent on the verb
- Relationship between the formation of signs and the way grammatical information is incorporated into signs
- Signing in context, as ideas expressed may be signed in a number of different ways depending on the context in which they arise.

Space

The building of visual pictures through:
- real space, that is, shared by signer and interlocutor
- other space, that is, other than the real environment of the signer, such as topographical, surrogate
- use of different structures depending on which signing space the signer is using
- signing of visual pictures from diagram to reflect the different orientation, that is, transposition.

Topicalisation

Note: Research in this area is in its infancy. However, it is clear that Auslan demonstrates a tendency towards a topic–comment structure in some constructions.
- Use of topic–comment structure in some constructions
- Topic used in sentence–initial position
- Non-manual markers of a topic, for example, head nod, pause, raised eyes followed by comment, that is, TOPIC, NON-MANUAL MARKER, AND COMMENT
- Subject–verb order with certain verbs.

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

Numerals

The following signs function as numerals:
- cardinal numbers
- ordinal numbers, for example, first, second
- clock time

- denoting ages of people
- numbers incorporated in personal pronouns, for example, TWO OF US
- numbers incorporated in temporal adverbs.

Time Marking
- Use of time markers rather than tense markers
- Appropriate placement of time markers, non-manual and manual
- Use of time markers to locate events in time; to distinguish between present time, the distant and recent past, near and distant future
- Adverbs of time, for example, yesterday, recently, past, will, next week
- Timelines
- Incorporating dates and events linked to a calendar.

Sign for FINISH
- Use of the verb in three different ways:
  – indicating a past action
  – indicating a completed action, for example, in perfective verb aspect it is often articulated by a spread handshape making it a compound-like sign
  – as a connective or sequence, that is, may have English approximation of 'then' sequencer.

Pluralisation

In Auslan, a common way of pluralising nouns is by:
  – numerical plurals, for example, 3 DOG
  – reduplication of signs
  – numerical adverbs, for example, MANY, SOME, FEW.

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

Negation

Auslan has a range of possible negation markers:
  – non-manual negation characterised by a head-shake that accompanies the signing sequence
  – negative adverbs, for example, NO, NOT YET, NEVER, NOTHING, HAVE NONE
  – negative inflection, for example, DISAGREE, NOT-BELIEVE, and DON'T WANT.

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

Signing Sequences

Combining signs to form longer sign sequences and the rules that govern their formation.

Questions
- Use of appropriate non-manual markers such as facial expression and body shift
- Yes/no questions
- WH/open information questions.

Statements

- Declarative
- Imperative
- Conditional, for example, may use signs such as fingerspelling as IF or PRETEND (equivalent to 'if' or 'suppose' in English) while using non-manual marker, that is, eyebrow raise and slight backward movement of head.

Complex Sentences

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

WHO   WHEN

WHERE   WHAT

WHY   WHICH.

HOW

Fingerspelling

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

ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Auslan Continuers Level:

School Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%).

Students should provide evidence of learning through eight to ten assessments, including the external assessment component. Students undertake:
- three to five assessments for the folio
- one informal signed discussion in Auslan, one formal signed presentation in Auslan, and one reflective response in English or Auslan for the in-depth study
- one interactive sign examination
- one sign comprehension and sign production examination.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- ideas
- expression (technical application)
- communication strategies
- analysis and reflection.

The specific features of these criteria are listed below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

I1　Relevance
- relevance to context, purpose, audience, and topic
- conveying appropriate detail, ideas, information, or opinions
- creating interest and engaging the audience.

I2　Depth of treatment of ideas, information, or opinions
- depth and variety of content
- complexity, sophistication, and elaboration of ideas
- support and justification of opinions
- evidence of planning and preparation.

Expression (Technical Application)

The specific features are as follows:

E1　Capacity to convey information accurately and appropriately
- range of expression (i.e. linguistic structures and features, Auslan lexicon)
- accuracy of expression (i.e. linguistic features, grammar, Auslan lexicon)
- appropriateness of expression (e.g. form of address, manner, register, tone) and cultural conventions (i.e. sign linguistic structures, lexical choices including manual, non-manual, multi-channel signs, and the use of fingerspelling)
- use of cohesive devices.

E2　Coherence in structure and sequence
- structure and sequence of ideas and information
- use of the cultural and discourse conventions of text types in formal and informal contexts.

Communication Strategies

The specific features are as follows:

CS1　Capacity to initiate, maintain, and close a signed interaction
- communication and repair strategies (e.g. self-correct and rephrase; ask for repetition; clarification)

– social and affective strategies (e.g. recognise, respond, and provide cues for turn-taking, ask questions, emotional non-manual features, pause-fillers, body language).

CS2 Clarity and fluency of expression
 – use of signing space, non-manual markers (intonation), pace, rhythm, and stress, expressive and receptive fingerspelling, non-core native lexicon.

Analysis and Reflection

The specific features are as follows:

AR1 Interpretation of meaning in texts
 – the content (general and specific information)
 – the context, purpose, and audience of the text
 – concepts, perspectives, and ideas represented in the text.

AR2 Analysis of the language in texts
 – linguistic and cultural features (e.g. lexical and grammatical choice)
 – stylistic features (e.g. tone, register, textual features and organisation, discourse structure).

AR3 Reflection
 – reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
 – reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
 – reflection on own learning.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Informal Signed Assessment
- Formal Signed Assessment
- Text Analysis.

Students should undertake all three assessments for the folio at least once.

Informal Signed Assessment

Students interact with others to exchange information, ideas, opinions, and experiences in Auslan through informal signed texts.

The use of the term 'informal signed texts' refers to spontaneous communication, namely, that which is not usually recorded.

Students may participate in, for example, conversations, narratives, and discussions.

The design of the assessments should specify a context, purpose, and audience.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies.

Formal Signed Assessment

Students create formal signed text(s), in which they express ideas and/or information and/or opinions and/or feelings in Auslan.

The use of the term 'formal signed texts' refers to a communicative act prepared before presentation.

Formal signed texts may include signing advice, announcements, descriptions, instructions, interviews, explanations, narratives, personal accounts, presentations, reports, reviews, speeches, or responding to signed texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of signing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies.

Text Analysis

Students analyse and interpret a text or texts that are in signed Auslan and give a response or responses in Auslan and/or English.

Students analyse and interpret meaning and reflect on language use by responding to texts in signed Auslan, for example, stories, jokes, personal accounts, announcements, speeches, presentations, signed blogs, interviews, conversations, signed magazines.

The design of the assessments should enable students to:

- interpret meaning in text(s), by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - perspectives represented in texts
- analyse linguistic and cultural features in text(s)
  - lexical and grammar choice
  - stylistic features (e.g. tone, register, textual features and organisation, discourse structure)
- reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:

- analysis and reflection.

Assessment Type 2: In-depth Study (20%)

Students undertake an in-depth study demonstrating research, analysis, and personal reflection on an aspect or aspects of a topic associated with 'The Deaf and Hearing Communities' or 'The Changing World' themes.

The subject of the in-depth study will be the focus of the presentation and response section of the interactive sign examination. Details of the presentation and response are under Assessment Type 3.

Teachers may *either* choose the topic of the in-depth study, and the associated texts or support materials that the class will study, *or* allow each student to choose his or her own topic, and give advice and assistance in selecting and analysing appropriate texts. If the teacher chooses the topic of the in-depth study then each student should research a different aspect of this topic.

Students should participate as much as possible in selecting their own topic or aspect of a topic. Some topics may also enable students to include comparisons between their learning and their personal experiences.

The texts that form the basis of the in-depth study are likely to depend on the availability of appropriate sources. These could include, for example, guest speakers, videos, websites, documentaries, films, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and reflection, so that students are able to explore their topic in sufficient depth. At least two of the texts should be in Auslan.

Students should collate evidence of their preparation for the in-depth study. Evidence may be presented in visual (e.g. video, DVD) or written form. Such evidence may include:

- a plan for the formal signed presentation
- a draft of the response in Auslan
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to the text in the student's own words
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

There are three assessments for the in-depth study:

- an informal signed discussion in Auslan (4 to 5 minutes)
- a formal signed presentation in Auslan (3 to 5 minutes)
- a reflective response in Auslan or English (3 to 5 minutes in Auslan or 600 words in English).

The three assessments should differ in context, audience, and purpose, and be supported by evidence of research, text analysis, and preparation.

An Informal Signed Discussion in Auslan (4 to 5 minutes)

Students discuss ideas, opinions, information, and experiences in Auslan about an aspect of their in-depth study. The design of the assessment should specify a context, purpose, and audience.

A Formal Signed Presentation in Auslan (3 to 5 minutes)

Students express ideas and/or information and/or opinions in Auslan, in relation to their in-depth study.

The design of the assessment should specify a context, purpose, and audience.

A Reflective Response in Auslan or English (3 to 5 minutes in Auslan or 600 words in English)

Students reflect on, for example, their experience in undertaking the in-depth study.

Students may reflect on:
- how the research experience was similar to or different from their preconceptions
- how the research has influenced their thinking about language and culture
- how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
- how the research has influenced their own understanding or perspectives on issues/topics
- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how the in-depth study has increased their understanding of Deaf and hearing communities
- how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, cultures, values)
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- how they may use this experience in the future.

The assessment of the in-depth study should enable students to:
- analyse and reflect on texts (know and understand the texts)
- share ideas, information, and opinions (personal perspective and independence in response)
- comment on features of language (explain the use of language)
- comment on features of culture (make comparisons)
- support their ideas, information, and opinions with examples from the texts studied.

The response should be a maximum of 600 words if written, or 3 to 5 minutes in Auslan.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- ideas
- expression (technical application)
- communication strategies
- analysis and reflection.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

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

Interactive Sign Examination

The interactive sign examination is designed to assess primarily students' knowledge and skill in using Auslan for conversation, reporting, and discussion purposes.

The interactive sign examination takes approximately 15 minutes and has two sections:

Section 1: Conversation and Discussion (approximately 7 minutes)

The examination begins with introductions and a conversation between the student and the examiner(s). It consists of an informal conversation about the student's personal world, for example, life, family and friends, interests, aspirations, and current events. It is followed by an informal discussion expanding on one or more of these areas.

Section 2: Presentation and Response (approximately 8 minutes)

After the informal conversation and discussion, the student indicates to the examiner(s) the subject of the in-depth study chosen for the presentation and response. On completion of the presentation, the student responds to questions raised on the presentation by the examiner(s).

The student may support the presentation (3 minutes) and response (5 minutes) with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Sign Comprehension and Sign Production Examination

Students are allowed to use a bilingual printed dictionary in the sign comprehension and sign production examination.

Instructions for students are on a DVD in Auslan and written in English.

The sign comprehension and sign production examination takes 2 hours plus 10 minutes' viewing or reading time. It has two sections:

- Section I: Watching and Responding to Informal Signed Texts
- Section II: Watching and Responding to Formal Signed Texts.

Section I: Watching and Responding to Informal Signed Texts

(The use of the term 'informal signed texts' refers to spontaneous communication, namely, that which is not normally recorded.)

Section I of the sign comprehension and sign production examination is designed to assess primarily students' knowledge and skill in analysing and responding to information from informal signed texts.

Section I of the sign comprehension and sign production examination is related to one or more of the prescribed themes.

Students observe an informal signed discourse, which is a recorded performance. The duration of this signed discourse is 5 to 7 minutes. Students have an opportunity to

observe this performance three times. There is a 2-minute pause between each performance, during which students may make notes.

Students are expected to respond in Auslan to a set task, for example, responding to a message or an announcement. The length of the response is 2 to 3 minutes.

Section II: Watching and Responding to Formal Signed Texts

(The use of the term 'formal signed texts' refers to a communicative act prepared before presentation.)

Section II of the sign comprehension and sign production examination is designed to assess primarily students' knowledge and skill in analysing and responding to information from formal signed texts.

Students watch a pre-recorded formal signed discourse. The duration of the signed discourse is 3 to 5 minutes. Students are required to produce a response in Auslan to the signed text. The task specifies a purpose, a context, and an audience. The length of the response is approximately 3 to 4 minutes.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression (technical application)
- communication strategies
- analysis and reflection.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E− for the assessment type.

A SACE Board school assessment grade calculator is available on the SACE website (www.sace.sa.edu.au) to combine the grades for the school assessment.

In the external assessment, assessors use the performance standards to make a decision about the quality of students' learning, based on the evidence provided.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.

Performance Standards for Stage 2 Auslan Continuers Level

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of the topic and content is very detailed and varied. Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* An extensive range of appropriate Auslan lexicon and sign linguistic structures and features (e.g. native core and non-core Auslan vocabulary, manual, non-manual, multi-channel signs, non-native and lexicalised fingerspelling, and a range of sentence types) is used confidently with a high degree of accuracy to achieve interest, flow, and cohesion. Errors may appear when attempting more complex structures or low-frequency structures, but these errors do not usually interfere with meaning. Articulation of signs is accurate (with accurate morphological and polymorphemic forms). Appropriate use of multi-channel signs to enhance meaning. Language selected and register are appropriate to the particular informal or formal signing contexts. Language is manipulated creatively. A range of sophisticated cohesive elements is used to connect ideas. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type in formal and informal contexts are observed.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Signed interaction is initiated, maintained, advanced, and closed across a wide range of topics with minimal support from the interlocutor. Topic shifts and unpredictable elements are handled well. Responses are quick, confident, and fluent. A variety of communication strategies are used with effect during interaction. Comments or opinions are adjusted or elaborated on, in response to reactions and comments. A range of social and affective strategies are used to maintain the interaction. *Clarity and Fluency of Expression* Very effective communication with a high degree of fluency. A range of linguistic devices and strategies is used to enhance clarity and fluency of expression. Expressive and receptive fingerspelling and non-core native lexicon signs are actively created. Pace and rhythm are consistent. There is little hesitation in the choice of linguistic resources. Intonation and stress (with specific non-manual features added) are used effectively to enhance meaning.	*Interpretation of Meaning in Texts* Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions). Excellent understanding of the role of the author in constructing text to influence interlocutor response. Conclusions are drawn about purpose, audience, and message (argument) of the text, and justified with evidence from the text. Concepts, perspectives and ideas represented in the text are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are explained with clarity and insight (e.g. discourse structure, lexical and grammatical choice). Detailed explanation of how cultural and stylistic features are used for effect/impact in the text. *Reflection* Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Sophisticated recognition and explanation of connections own values, beliefs, practices, and ideas, and those explored in texts. Critical reflection on own learning.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
B	*Relevance* Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and opinions. Responses generally create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Breadth and some depth in the treatment of the topic. Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics ideas are presented as a series of statements rather than presenting an argued position. Sound planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* A range of appropriate Auslan lexicon and sign linguistic structures and features (e.g. native core and non-core Auslan vocabulary, manual, non-manual, non-native and lexicalised fingerspelling, and a range of sentence types) is used with good control and some degree of accuracy to convey meaning. Articulation of signs is generally accurate. Attempts are made to use some complex language, but there is not always control and errors sometimes impede meaning. Register is usually appropriate to the particular cultural and social context. Language is manipulated with positive effect and with some degree of creativity. A range of cohesive devices are used to connect ideas and provide continuity of text. *Coherence in Structure and Sequence* Mostly well-structured and coherent organisation of information and ideas. Minor interruptions to the flow of the response do not interfere with the overall coherence. Most conventions of the text type in formal and informal contexts are observed.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Signed interaction is initiated, maintained, advanced, and closed across a range of topics. A number of communication strategies are used to maintain interaction. There are occasional pauses to process questions and to search for linguistic resources. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. A range of social and affective strategies is used to maintain interaction on familiar topics. *Clarity and Fluency of Expression* Effective communication with some degree of fluency. Signing space in informal and formal contexts, signs, non-manual markers, intonation, and stress are used with some degree of clarity and fluency. Non-core native lexicon, particularly depicting signs, is created.	*Interpretation of Meaning in Texts* Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples. Some conclusions are drawn about purpose, audience, and message (argument) of the text and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are described. Some detail in explaining stylistic features in the text. *Reflection* Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts. Thoughtful reflection on own learning.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
C	*Relevance* Responses are generally relevant to topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions, with generally appropriate information. Responses generally create some interest and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Information and simple ideas and opinions are communicated with some effectiveness. Simple sentences usually containing one idea are used to convey meaning. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* A range of Auslan lexicon and sign linguistic structures and features is used adequately to convey meaning. Reliance on rehearsed patterns. Generally accurate when using formulaic expressions and rehearsed patterns. Control of language is not usually sustained. Articulation of signs is generally accurate. Choices of signs are appropriate to informal or formal signing contexts. Register may be inconsistent. Use of simple cohesive devices is appropriate to provide continuity in text and to link ideas. *Coherence in Structure and Sequence* Competent organisation of content, with some coherent linking of information and ideas. Responses generally conform to the conventions of the text type in formal and informal contexts.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Some communication and repair strategies are used to maintain interaction. Well-rehearsed language is used to respond to questions on familiar topics. Responses may be repetitive. Dependence on the interlocutor to lead and maintain interaction. Responses may be uncertain and fluency may sometimes be limited by lack of comprehension and time required to process more complex language. A number of social and affective strategies are used to maintain interaction on familiar topics. *Clarity and Fluency of Expression* Internal formational structures of signs are unambiguous. Some non-core native lexicon, particularly depicting signs, is created. Expressive fingerspelling may be stilted at times. Signing space in informal and formal contexts, signs, non-manual markers, intonation, and stress used with some clarity, but may be stilted at times.	*Interpretation of Meaning in Texts* Interpretations of text are supported with isolated examples from the text. Simple conclusions are drawn about purpose, audience, and message (argument) of the text and supported with isolated examples from the text. Main points and ideas in the text are identified. *Analysis of the Language in Texts* Particular linguistic and cultural features of the text are identified. Particular stylistic features of the text are identified. *Reflection* Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts. Some reflection on own learning.

	Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
D	*Relevance* Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Information and ideas are communicated with partial effectiveness. Ideas are superficial and often repetitive. Elaboration of ideas often consists of listing items. Some planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* A restricted range of Auslan lexicon and sentence structures is used. Simple Auslan lexicon, short sentences, learnt structures and vocabulary, and formulaic expressions and rehearsed patterns are used to convey meaning. Frequent errors impede meaning. When attempts are made to elaborate, the structure is often based on word order derived from English or first language. Articulation of signs is sometimes accurate. Incorrect or inappropriate selection of signs from the dictionary, relating to informal or formal signing contexts, consistently impedes meaning. Occasional use of register. Use of cohesive elements is occasionally appropriate. *Coherence in Structure and Sequence* Responses tend to be a loose collection of sentences or sentence fragments on a given topic. Partial organisation of content. Some of the conventions of the text type are observed (e.g. can use rehearsed salutations).	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Simple signed language, gestures, mime, and fingerspelling are used to respond to simple questions on familiar topics. Signed utterances rarely consist of more than three signs in a sentence. Responses may be uncertain. Partial understanding of questions may lead to a response that is not relevant. Frequent silences may occur because of lack of comprehension and time required to search for Auslan lexicon. Reliance on the interlocutor to take the lead and maintain interaction. Reliance on repetition and rephrasing of questions. *Clarity and Fluency of Expression* Fluency is limited. Internal formational structures of signs are lacking in precision and fluency, resulting in some errors that may interfere with meaning. The creation of some non-core native lexicon (e.g. depicting signs) is attempted, with awkwardness.	*Interpretation of Meaning in Texts* Some key signs and supporting details are identified. Limited understanding of context, purpose, and audience. Specific information in the text is transcribed rather than interpreted. *Analysis of the Language in Texts* One or more basic linguistic structures and/or cultural features of the text are identified. One or more stylistic features are identified. *Reflection* One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.

		Ideas	Expression (Technical Application)	Communication Strategies	Analysis and Reflection
E		*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted communication of simple information. Responses are brief and often rely on a key sign to convey meaning. Attempted planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Sentence structures and core native and non-core native vocabulary are limited with a high degree of basic errors that interfere with meaning. Single signs and set formulaic expressions are used to convey basic information. Frequent errors impede meaning. Articulation of signs often impedes meaning. Many inappropriate choices of signs relating to informal or formal signing contexts interfere with meaning. High-frequency signed sentence structures are strongly influenced by English grammar and may resemble literal translations. *Coherence in Structure and Sequence* Texts show little structure and flow. Responses are disjointed. Limited use of conventions of the text type.	*Capacity to Initiate, Maintain, and Close a Signed Interaction* Repetition, rephrasing of questions, and a slowed rate of signing are required for comprehension. Signed utterances rarely consist of more than two or three signs. Frequent misunderstandings of simple questions. Frequent long pauses to process questions and to search for signs. May resort to using gestures, fingerspelling, or English structures to convey meaning. Reliance on interlocutor to provide assistance in completing sentences or by interpreting intended meanings in dealing with communication breakdowns. *Clarity and Fluency of Expression* Internal formational structures of signs are ambiguous and lack flow, and some errors in these signs interfere with meaning. Few non-core native lexicon signs created, and those created may be awkward.	*Interpretation of Meaning in Texts* Isolated items of information are identified. Identification of a context, purpose, or audience. Limited interpretation or transcription of ideas, attitudes, or meanings of the text . *Analysis of the Language in Texts* Attempted identification of a basic linguistic structure of the text. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. Learning experiences are listed.

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).