

Languages Other Than English (LOTE) Pathway 2



Sign language

In LOTE Pathway 2 Sign language, standards for assessing and reporting on student achievement are introduced at Level 5. Progression points are available in four language categories: Roman alphabetical, Non-Roman alphabetical, Character languages and Sign language.

LOTE Pathway 2 (Sign language) – Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- use of basic clarification strategies through facial expressions and other non-manual features
- use of a topic-comment structure to create simple sign phrases and sequences
- use of a range of vocabulary and sign phrases related to daily routines and personal experiences
- use of a range of techniques including mime, gesture and finger-spelling to overcome lexical gaps
- comprehension of simple personal or factual information on defined topics

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- use of descriptive classifiers to provide factual information about family members
- use of signed exchanges involving formulaic routines
- use of a range of sign vocabulary labelled and classified into sign classes
- use of contextual clues to decipher unfamiliar vocabulary and sign phrases
- awareness of key points of information in a range of signed texts

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- knowledge of basic grammatical structures to develop a simple signed exchange
- selection of information from signed texts to reorganise and retell
- use of mime, gesture and basic generalisation to create a short narrative
- use of strategies to maintain an interaction with a range of interlocutors
- development of and participation in role-plays
- use of role-shift between real, surrogate and topographical space to follow and understand a narrative

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Intercultural knowledge and language awareness

- awareness of correct strategies to gain the attention of other students such as use of tapping on the shoulder and eye-gaze
- awareness of facial expression and non-manual features
- use of appropriate greetings and leave takings
- understanding of the importance of eye contact
- knowledge and use of familiar language patterns and appropriate cultural conventions

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Intercultural knowledge and language awareness

- awareness of the role of eye-gaze, affirmation and negation in maintaining a signed exchange
- awareness of language features used to open, extend and close an exchange appropriately
- use of non-manual features in signed interactions and presentations
- awareness of variation in sign across a range of signed interactions

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Intercultural knowledge and language awareness

- awareness of the role of non-manual markers to indicate expressive, non-grammatical information, such as intensity
- use of pausing and turn-taking between interlocutors
- awareness of the differences in the use of eye-gaze between a pair of interlocutors and a larger group of interlocutors
- awareness of signs not always having a direct English equivalent



LOTE Pathway 2 – Level 5

Communicating in a language other than English

At Pathway 2 Level 5, students introduce themselves, greet and farewell others using the appropriate register and reproduce modelled use of language. They exchange simple information on topics such as daily routines and aspects of their world. They talk about themselves in response to questions, and ask questions in response. Students manipulate modelled language. They read or listen to passages and extract basic factual information on defined topics.

Students demonstrate effective sound discrimination. In tone languages, students discern all the tone patterns in slowed speech.

Students describe and use culturally-specific gestures and body language. They show awareness of the language requirements of a range of specific situations related to a given topic, and adapt language and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts.

Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.



Students interpret information by comparing, discussing options and drawing conclusions. They create simple signed sequences to provide factual information and manipulate formulaic language to express personal meanings in live and simulated situations. They use information and communications technology applications for recording and conveying signed meaning.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 Level 5.

Intercultural knowledge and language awareness

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

At Pathway 2 Level 5, students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.

Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language.

They interact with a variety of speakers of the language, possibly from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.

See Appendix 1 (page 8) to view Auslan version of the LOTE Pathway 2 (Sign language) Level 5 standards.

LOTE Pathway 2 (Sign language) – Progressing towards Level 6
Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- use of simple signed sequences to provide factual information through simple topicalisation
- asking of and response to questions about daily routines, school and personal experiences
- identification of key points of information presented in signed texts
- knowledge and use of simple strategies, such as asking for repetition and use of questioning with facial expression, to manage communication breakdowns

Intercultural knowledge and language awareness

- understanding that signs do not always have a direct English equivalent
- awareness of the way language may be adapted to suit a range of communicative interactions
- awareness of appropriate language strategies for opening and closing interactions with a diverse range of Auslan signers
- awareness of grammatical features particular to Auslan, such as classifiers, spatialisation and non-manual markers

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- manipulation of formulaic language to express personal meaning in conversations
- use of mime, paraphrasing and explanation to overcome gaps in their own lexicon
- use of descriptive classifiers to enhance descriptive signed sequences
- participation in discussion of options to identify key points of information

Intercultural knowledge and language awareness

- awareness of variation of language features among signers, and confidence in conversing with familiar signers
- application of a range of grammatical rules to generate new signed texts from familiar texts
- reflection on a signed production by self and others, with reference to both cultural and grammatical conventions

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- use of contextual clues to decipher meaning of unfamiliar signs or phrases
- use of simple sign sequences to express personal meaning in role-plays and signed presentations
- understanding of the way two or three clauses join together using 'Wh' connectives
- use of a range of grammatical structures to create sign phrases and simple sign sentences
- comparison of signed texts, including live and video texts, to identify key points of information and to draw conclusions

Intercultural knowledge and language awareness

- awareness of the grammatical and cultural features of a range of discourse forms
- knowledge of distinctive grammatical features and their classification in Auslan, and their use in both familiar and new vocabulary and sign phrases
- evaluation of their own signing and self-correction of obvious errors
- awareness of how meaning is constructed in Auslan, with reference to individual signs and signs in space

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- checking of their own sign production for possible areas of improvement

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

LOTE Pathway 2 – Level 6**Communicating in a language other than English**

At Pathway 2 Level 6, students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages. They identify ways in which intentions and ideas are expressed in different languages.

Students identify relevant information and ideas from spoken texts. They discriminate and use appropriate pronunciation, tone, intonation and metre. Students use a range of strategies to assist in listening comprehension. They participate in interactions related to a specific topic and recycle language to express information and impressions effectively in oral interactions.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics being studied, and adapt language and gesture appropriately for the role, audience and purpose of the interaction. Students communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural aspects (similarity and differences in meaning and intent).

Students read texts and identify and extract main ideas and detailed information for use in new contexts. For a particular text, they identify characteristics of the writing style in relation to the audience/s and purpose/s.

Students create simple original text for specific audiences and purposes. They use appropriate script and accurate language related to the topic. They create draft materials in writing and locate information in the language from a variety of sources.



Students identify ideas, opinions and themes in signed texts from other domains by outlining, summarising and classifying the information presented. They engage in conversation and/or negotiation in order to make choices, resolve a problem, plan an event, or make arrangements with others. They use information and communications technology applications for recording and communicating in signed language.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 Level 6.



Intercultural knowledge and language awareness

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

At Pathway 2 Level 6, students generate their own applications for their language knowledge and skills in a range of realistic situations. They demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use. They use illustrative examples in the language to explain the differences and similarities between languages.

Through reflection, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding that language is a complex system. They test the validity of their understanding by referring to other speakers of the language, by research and by observation.

Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel, by presenting illustrative examples in the language. They identify general cultural patterns that flow across specific settings and times. They identify nuances in meaning, and demonstrate awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.

See Appendix 1 (page 9) to view Auslan version of the LOTE Pathway 2 (Sign language) Level 6 standards.

LOTE Pathway 2 (Sign language) – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- use of non-manual markers, such as head-nod, eye-gaze and questioning, to maintain an interaction
- negotiation in order to make choices, resolve problems or make arrangements with others
- use of contextual clues to decipher the meaning of signs or phrases in a range of sign texts
- use of a limited range of grammatical features to form extended sign sequences

Intercultural knowledge and language awareness

- knowledge of distinctive features of Auslan and how they diverge from comparable English structures
- analysis of specific aspects of language, attitudes and beliefs in signed presentations
- knowledge of a limited number of sign errors and suggested alternatives

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- use of appropriate strategies, such as spatialisation, sequencing and timelines to structure information logically
- initiation of, and appropriate response to requests for facts, opinions and attitudes
- comprehension of a variety of signed texts through summaries of information and views
- comprehension of meaning inferred from linguistic and contextual features of signed texts
- use of role-shift between real, surrogate and topographical spaces to create simple narratives

Intercultural knowledge and language awareness

- awareness of different language functions, contexts and registers
- awareness of the impact of roles and settings on the language, and how signs with different meanings are used in different contexts
- application of appropriate grammar to the process of drafting

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- correct use of grammatical conventions for exchanging opinions and ideas in informal contexts
- knowledge of a wide range of grammatical features, such as verb/noun pairs, reduplication, lexicalisation of classifiers, and verb inflection
- understanding of ideas, opinions and themes in signed texts from various learning domains
- use of a variety of language to convey context, purpose and audience
- awareness of global and specific aspects of signed texts
- fluent presentation of information on specific topics, including evaluative remarks to solve problems and to explain causes and consequences

Intercultural knowledge and language awareness

- application of knowledge of cultural conventions in signed interactions and presentations
- use of clarification, repetition and paraphrasing to overcome any breakdown in communication, acknowledging cultural values at all times
- awareness of transfer errors from English through substitution, evidenced by appropriate Auslan structures in sign texts

Appendix 1

Auslan version of Languages Other Than English (LOTE) Pathway 2

LOTE Pathway 2 – Level 5

Communicating in a language other than English

At Pathway 2 Level 5, students introduce themselves, greet and farewell others using the appropriate register and reproduce modelled use of language. They exchange simple information on topics such as daily routines and aspects of their world. They sign about themselves in response to questions, and ask questions in response. Students manipulate modelled language. They watch signed texts and extract basic factual information on defined topics.

Students demonstrate effective knowledge and use of the parameters and formational properties of sign; for example, handshape, orientation, location and movement.

Students describe and use culturally-specific gestures, non-manual features and body language. They show awareness of the language requirements of a range of specific situations related to a given topic, and adapt sign and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and build on previously learnt language skills and knowledge in new contexts.

Students explore sign meanings, sign associations, cognates and apply this knowledge to their own work.



Students interpret information by comparing, discussing options and drawing conclusions. They create simple signed sequences to provide factual information and manipulate formulaic language to express personal meanings in live and simulated situations. They use information and communications technology applications for recording and conveying signed meaning.

Intercultural knowledge and language awareness

At Pathway 2 Level 5, students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its users, and origin of signs.

Students demonstrate understanding of aspects of interpretation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the users of the language.

They interact with a variety of signers to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.

Auslan version of Languages Other Than English (LOTE) Pathway 2**LOTE Pathway 2 – Level 6****Communicating in a language other than English**

At Pathway 2 Level 6, students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages. They identify ways in which intentions and ideas are expressed differently in Auslan and English.

Students identify relevant information and ideas from signed texts. They discriminate and use appropriate prosodic features such as rhythm and stress. Students use a range of strategies to assist in developing receptive skills. They participate in interactions related to a specific topic understanding the importance of context, roles and relationships in communication.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics being studied, and adapt language and gesture appropriately for the role, audience and purpose of the interaction. Students communicate information in sign, demonstrating careful consideration of the needs of the interlocutor, and sensitivity to cultural aspects (similarity and differences in meaning and intent).

Students watch texts and identify and extract main ideas and detailed information for use in new contexts. For a particular text, they identify characteristics of the signing style in relation to the audience/s and purpose/s.

Students create simple original text for specific audiences and purposes. Meaning is accurately conveyed using appropriate grammatical features, vocabulary and language from a variety of sources.



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

Auslan version of Languages Other Than English (LOTE) Pathway 2**Intercultural knowledge and language awareness**

At Pathway 2 Level 6, students generate their own applications for their language knowledge and skills in a range of realistic situations. They demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use. They use illustrative examples in the language to explain the differences and similarities between languages.

Through reflection, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding that language is a complex system. They test the validity of their understanding by referring to other users of the language, by research and by observation.

Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel, by presenting illustrative examples in the language. They identify general cultural patterns that flow across specific settings and times. They identify nuances in meaning, and demonstrate awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings.

Students gather on culturally specific aspects of the Deaf community; for example, sport, social gatherings, schools for the Deaf, and explain why they are so important.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.