

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

FOUNDATION SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	ACHIEVEMENT STANDARDS (AS)	CONTENT DESCRIPTIONS
<p>In Foundation, Auslan learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language. Students communicate with teachers and peers. They strengthen and extend their communication and interpersonal skills by interacting in Auslan through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.</p> <p>Students experience and imitate the gestures of Auslan. They participate in shared viewing of texts that represent Auslan and Auslan contexts. Visual and multimodal texts may include captioned films and cartoons, conversations, picture books, performances, rhymes and stories. They learn that language can be represented in different ways, including using signs and gestures in Auslan and the Roman alphabet in English. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Auslan texts, with support. They identify that Auslan and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>	<ul style="list-style-type: none">• (F1) with support, recognise and communicate meaning in Auslan AC9L2AUF01• (F2) explore, with support, language features of Auslan, noticing similarities and differences between Auslan and English AC9L2AUF02• (F3) explore connections between language and culture AC9L2AUF03

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

YEARS 1 - 2 SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 1 and 2, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with teachers and peers through purposeful and structured activities involving signing and viewing. They interact in Auslan to share information about themselves and their immediate environments, using play-based and action-related learning. In informal settings, they use local and digital resources to explore Auslan and signing communities in diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate language gestures, and use modelled language to communicate with others. They create simple informative and imaginative texts that may include pictorial representations, words and short statements. They collaborate and respond to visual and multimodal texts that may include conversations, rhymes, picture and story books, animated captioned cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Auslan language and culture and their own.</p>	<p>Sub Strand: INTERACTING IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C1) recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions AC9L2AU2C01 • (C2) participate in a range of guided, play-based language activities, using formulaic expressions and visual cues AC9L2AU2C02 <hr/> <p>Sub Strand: MEDIATING MEANING IN AND BETWEEN LANGUAGES</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C3) locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9L2AU2C03 • (C4) notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9L2AU2C04 <hr/> <p>Sub Strand: CREATING TEXT IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C5) with support, create signed, visual and multimodal texts, using modelled fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space AC9L2AU2C05 	<p>Sub Strand: UNDERSTANDING SYSTEMS OF LANGUAGE</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U1) recognise that Auslan is a visual-gestural language, and imitate the parameters of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) AC9L2AU2U01 • (U2) recognise that signs and features of language are used to construct meaning in Auslan AC9L2AU2U02 • (U3) notice that Auslan has features that may be similar to or different from English AC9L2AU2U03 <hr/> <p>Sub Strand: UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U4) notice that people use language in ways that reflect cultural identity AC9L2AU2U04
<p>ACHIEVEMENT STANDARDS (AS)</p> <p>By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.</p> <p>Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity.</p>		

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

YEARS 3 - 4 SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 3 and 4, Auslan learning builds on each student's prior learning and experiences with language. Students continue to communicate and work collaboratively through purposeful and creative play in structured activities involving signing and viewing. They use Auslan to interact with teachers and peers, and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Auslan and other signing communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They use their literacy capabilities in English to recognise some similarities and differences between Auslan and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Auslan texts such as picture books, stories, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>Sub Strand: INTERACTING IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C1) initiate exchanges and respond to modelled questions about self, others and the classroom environment, using formulaic expressions AC9L2AU4C01 • (C2) participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9L2AU4C02 <hr/> <p>Sub Strand: MEDIATING MEANING IN AND BETWEEN LANGUAGES</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C3) locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts AC9L2AU4C03 • (C4) develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning AC9L2AU4C04 <hr/> <p>Sub Strand: CREATING TEXT IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C5) create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, formulaic expressions and modelled textual conventions AC9L2AU4C05 	<p>Sub Strand: UNDERSTANDING SYSTEMS OF LANGUAGE</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U1) recognise and use modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases AC9L2AU4U01 • (U2) recognise Auslan language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L2AU4U02 • (U3) recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L2AU4U03 <hr/> <p>Sub Strand: UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U4) identify connections between Auslan, cultural practices and identity AC9L2AU4U04
<p>ACHIEVEMENT STANDARDS (AS)</p>		
<p>By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.</p> <p>Students use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity.</p>		

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

YEARS 5 - 6 SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 5 and 6, Auslan learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration, and with support from teachers and peers, in purposeful, creative and structured activities involving signing and viewing. They interact in Auslan to exchange information and ideas relating to their interests, school and local environment, and engage with Auslan-using communities in person or via secure digital access. They work independently and/or in groups, with support. They use signed, digital and multimodal resources to extend their learning.</p> <p>Students engage with a range of visual and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Auslan structures and features. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.</p>	<p>Sub Strand: INTERACTING IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C1) initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9L2AU6C01 • (C2) participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C02 <hr/> <p>Sub Strand: MEDIATING MEANING IN AND BETWEEN LANGUAGES</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C3) locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose AC9L2AU6C03 • (C4) apply strategies to interpret and convey meaning in familiar signed and visual cultural contexts AC9L2AU6C04 <hr/> <p>Sub Strand: CREATING TEXT IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C5) create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled structures to sequence information and ideas, and using fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type AC9L2AU6C05 	<p>Sub Strand: UNDERSTANDING SYSTEMS OF LANGUAGE</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U1) apply knowledge of signs, pace and signing space to develop fluency in familiar contexts AC9L2AU6U01 • (U2) use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate textual conventions AC9L2AU6U02 • (U3) compare some Auslan structures and features with those of English, using some familiar metalanguage AC9L2AU6U03 <hr/> <p>Sub Strand: UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U4) recognise that language reflects cultural practices, values and identity, and that this impacts on communication AC9L2AU6U04
ACHIEVEMENT STANDARDS (AS)		
<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>		

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

YEARS 7 - 8 SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 7 and 8, Auslan learning builds on each student's prior learning and experiences. Students use Auslan, in person or via digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their worlds. They work increasingly independently and in groups, and continue to receive feedback and support.</p> <p>Students access signed, visual and multimodal texts from an increasing range of authentic sources which may include advertisements, articles, stories and video clips. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>Sub Strand: INTERACTING IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C1) initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9L2AU8C01 • (C2) collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9L2AU8C02 <hr/> <p>Sub Strand: MEDIATING MEANING IN AND BETWEEN LANGUAGES</p>	<p>Sub Strand: UNDERSTANDING SYSTEMS OF LANGUAGE</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U1) apply knowledge of conventions of sign production to enhance fluency, and respond to and create texts in familiar and some unfamiliar contexts AC9L2AU8U01 • (U2) apply understanding of grammatical structures and features to compose and respond to texts AC9L2AU8U02 • (U3) reflect on similarities and differences between Auslan and English language structures and features, using metalanguage AC9L2AU8U03
<p>ACHIEVEMENT STANDARDS (AS)</p>	<p>Content descriptions <i>Students learn to:</i></p>	<p>Sub Strand: UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</p>
<p>By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing structures and expressions to create texts.</p> <p>Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p>• (C3) interpret information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2AU8C03</p> <p>• (C4) interpret and adjust signed, spoken and written language to convey meaning in a range of familiar and some unfamiliar cultural contexts AC9L2AU8C04</p> <hr/> <p>Sub Strand: CREATING TEXT IN AUSLAN</p> <hr/> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C5) create and present signed, visual and multimodal, informative and imaginative texts, selecting fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type AC9L2AU8C05 	<p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U4) reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs, and values, and how these impact on communication AC9L2AU8U04

AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

YEARS 9 - 10 SECOND LANGUAGE LEARNER (L2) - YEARS F-10

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions that communicate their own and others' experiences of the world. They sign and view to communicate with users of Auslan through community and online events. They access and create signed, visual and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include feature articles, social media, television programs, textbooks and video clips. They expand their knowledge and control of Auslan signs, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values.</p>	<p>Sub Strand: INTERACTING IN AUSLAN</p> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C1) initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9L2AU10C01 • (C2) contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L2AU10C02 	<p>Sub Strand: UNDERSTANDING SYSTEMS OF LANGUAGE</p> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U1) apply features and conventions of sign production to extend fluency when responding to and creating texts in familiar and unfamiliar contexts AC9L2AU10U01 • (U2) apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas AC9L2AU10U02 • (U3) reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features AC9L2AU10U03
	<p>Sub Strand: MEDIATING MEANING IN AND BETWEEN LANGUAGES</p> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C3) evaluate and synthesise information, ideas and perspectives in a broad range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience AC9L2AU10C03 • (C4) interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts AC9L2AU10C04 <p>Sub Strand: CREATING TEXT IN AUSLAN</p> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (C5) create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions, to engage different audiences AC9L2AU10C05 	<p>Sub Strand: UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</p> <p>Content descriptions <i>Students learn to:</i></p> <ul style="list-style-type: none"> • (U4) reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9L2AU10U04
ACHIEVEMENT STANDARDS (AS)		
<p>By the end of Year 10, students contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion.</p> <p>Students apply features and conventions of Auslan and adjust signing to extend fluency. They demonstrate understanding of the conventions of texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Auslan texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan to evaluate how this learning influences their ideas and ways of communicating.</p>		