

## AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

### FOUNDATION FIRST LANGUAGE LEARNER (L1) - 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 may interact in Auslan within their family and 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 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"><li>• (F1) with support, recognise and communicate meaning in Auslan AC9L1AUF01</li><li>• (F2) explore, with support, language features of Auslan, making connections between Auslan and English AC9L1AUF02</li><li>• (F3) explore connections between language and culture AC9L1AUF03</li></ul>

# AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

## YEARS 1 - 2 FIRST LANGUAGE LEARNER (L1) - 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. They may also interact in Auslan within their family and the Deaf community. In informal settings, students use local and digital resources to explore and interact with 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 bring prior knowledge of signed language and gestures to the classroom. 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, 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 languages and cultures.</p>	<p>Sub Strand: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) exchange greetings and personal introductions and respond to classroom-related instructions and routines AC9L1AU2C01</li> <li>• (C2) participate in a range of play-based activities, using modelled expressions and visual cues AC9L1AU2C02</li> <li>• (C3) locate, with support, key information in familiar texts, and respond using gestures, images, words and modelled phrases AC9L1AU2C03</li> <li>• (C4) recognise language that carries cultural meaning in everyday social interactions AC9L1AU2C04</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) recognise modelled combinations of signs and use Handshape, Orientation, Location, Movement (HOLM) and non-manual features (NMFs) to make meaning AC9L1AU2U01</li> <li>• (U2) recognise that signs and features of language are used to construct meaning in Auslan AC9L1AU2U02</li> <li>• (U3) notice that Auslan has features that may be similar to or different from English AC9L1AU2U03</li> </ul>
	<p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p>	<p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p>
<p><b>ACHIEVEMENT STANDARDS (AS)</b></p>	<p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) locate, with support, key information in familiar texts, and respond using gestures, images, words and modelled phrases AC9L1AU2C03</li> <li>• (C6) recognise language that carries cultural meaning in everyday social interactions AC9L1AU2C04</li> </ul>	<p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) notice that people use language in ways that reflect cultural identity AC9L1AU2U04</li> </ul>
<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. 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 including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.</p> <p>Students recognise and use the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signs and features of language. 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>	<p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C7) with support, create signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space AC9L1AU2C05</li> </ul>	

## AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

### YEARS 3 - 4 FIRST LANGUAGE LEARNER (L1) - 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. They may also bring their experience of interacting in Auslan within their family and/or the Deaf community to the classroom. 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 develop signing skills and use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They use their literacy capabilities in Auslan and/or 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: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) initiate exchanges and respond to questions about self, others and the classroom environment, using modelled and familiar expressions AC9L1AU4C01</li> <li>• (C2) participate in activities that involve planning and transacting with others, using a range of phrases and structures in familiar contexts AC9L1AU4C02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C3) locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts AC9L1AU4C03</li> <li>• (C4) develop strategies to comprehend and adjust Auslan to convey cultural meaning AC9L1AU4C04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) create and present informative and imaginative signed, visual and multimodal texts, using fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs), signing space, formulaic expressions and modelled textual conventions AC9L1AU4C05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) recognise and use combinations of signs to form words and phrases AC9L1AU4U01</li> <li>• (U2) recognise and use Auslan language conventions, grammatical structures and basic syntax, in familiar texts and contexts AC9L1AU4U02</li> <li>• (U3) recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L1AU4U03</li> </ul> <hr/> <p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) identify connections between Auslan, cultural practices and identity AC9L1AU4U04</li> </ul>
<p><b>ACHIEVEMENT STANDARDS (AS)</b></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 participate in activities that involve planning and transacting. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use familiar and formulaic language and basic syntax, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts appropriate to context.</p> <p>Students use 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 cultural 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 FIRST LANGUAGE LEARNER (L1) - 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 may 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 may share resources from the Deaf community with their peers. 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: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) initiate and sustain exchanges related to students' experiences and opinions of their personal worlds and school environment AC9L1AU6C01</li> <li>• (C2) participate in activities that involve planning and negotiating with others, using familiar and modelled idiomatic language to agree, suggest and resolve AC9L1AU6C02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C3) locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose AC9L1AU6C03</li> <li>• (C4) apply strategies to interpret and convey meaning in signed and visual cultural contexts AC9L1AU6C04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled language structures and features to sequence information and ideas, appropriate to text type AC9L1AU6C05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) apply knowledge of signs, pace and signing space to develop fluency in familiar contexts AC9L1AU6U01</li> <li>• (U2) use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate textual conventions AC9L1AU6U02</li> <li>• (U3) compare Auslan structures and features with those of English, using some familiar metalanguage AC9L1AU6U03</li> </ul> <hr/> <p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) recognise that language reflects cultural practices, values and identity, and that this impacts on communication AC9L1AU6U04</li> </ul>
<p><b>ACHIEVEMENT STANDARDS (AS)</b></p> <p>By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to experiences of their personal worlds. 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 range 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 and formulaic 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 FIRST LANGUAGE LEARNER (L1) - 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 secure digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their world. 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 may source texts and other resources from the Deaf community to share with peers. They use their Auslan and/or 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: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and opinions, adjusting their language in response to others AC9L1AU8C01</li> <li>• (C2) collaborate in activities that involve the language of transacting, negotiating and justifying, to plan projects and events AC9L1AU8C02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) apply knowledge of conventions of sign production to enhance fluency, and respond to and create texts in familiar and unfamiliar contexts AC9L1AU8U01</li> <li>• (U2) apply understanding of grammatical structures and features to compose and respond to a range of texts AC9L1AU8U02</li> <li>• (U3) reflect on similarities and differences between Auslan and English language structures and features, using metalanguage AC9L1AU8U03</li> </ul>
<b>ACHIEVEMENT STANDARDS (AS)</b>		
<p>By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and unfamiliar contexts related to a range of experiences and perspectives. They use Auslan to negotiate solutions and adjust language in response to others. They interpret and analyse 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, manipulating language 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 explain structures and features of Auslan text, using metalanguage. They reflect on how Auslan language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>	<p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C3) interpret and analyse information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L1AU8C03</li> <li>• (C4) interpret and adjust signed, visual and written language to convey meaning in a range of familiar and unfamiliar cultural contexts AC9L1AU8C04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) create and present signed, visual and multimodal, informative and imaginative texts, manipulating language to suit context, purpose and audience AC9L1AU8C05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these impact on communication AC9L1AU8U04</li> </ul>



# AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

## YEARS 9 - 10 FIRST LANGUAGE LEARNER (L1) - 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 may raise awareness of, and facilitate class involvement in, Deaf community 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 contemporary literature, feature articles, social media, television programs, textbooks and video clips. They may access resources from the Deaf community to share with peers. 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: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives, adjusting their language in response to others AC9L1AU10C01</li> <li>• (C2) contribute to discussions that involve diverse views to negotiate outcomes, debate issues and compare experiences AC9L1AU10C02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (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 AC9L1AU10C03</li> <li>• (C4) interpret and translate signed, visual and written interactions and texts to reflect cultural context, purpose and audience AC9L1AU10C04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (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 AC9L1AU10C05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) apply features and conventions of sign production to extend fluency in response to a range of contexts, purposes and audiences AC9L1AU10U01</li> <li>• (U2) apply knowledge of grammatical structures and features to predict meaning and compose a range of texts that contain complex structures and ideas AC9L1AU10U02</li> <li>• (U3) reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features AC9L1AU10U03</li> </ul> <hr/> <p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (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 ACL9L1AU10U04</li> </ul>
<b>ACHIEVEMENT STANDARDS (AS)</b>		
<p>By the end of Year 10, students contribute to and extend interactions in Auslan related to diverse contexts. 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 apply and use complex structures and language devices 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>		