Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Auslan

ACiQ | v9.0

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Auslan, and Years 7–10 Auslan (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Foundation Auslan/ Interacting in Auslan	Mediating meaning in and between languages	Creating text in Auslan	Understanding systems of language	Understanding the interrelationship of language, culture and identity

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Auslan	**P–10 sequence**	use play and imagination to interact and create Auslan texts, with support AC9L2AUF01	use Auslan to interact and share information related to the classroom and themselves AC9L2AU2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9L2AU2C01 AC9L2AU2C02 AC9L2AU2C04	use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds AC9L2AU4C01 use familiar language to participate in activities that involve planning AC9L2AU4C02	initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment AC9L2AU6C01 collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas AC9L2AU6C02	initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences AC9L2AU8C01 use Auslan to negotiate solutions and adjust language in response to others AC9L2AU8C02	contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues AC9L2AU10C01 AC9L2AU10C02
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9L2AU2C03	locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts AC9L2AU4C03 AC9L2AU4C04	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 AC9L2AU6C03 AC9L2AU6C04	interpret information, ideas and opinions in texts AC9L2AU8C03 AC9L2AU8C04 demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience AC9L2AU8C04	interpret and respond to texts by evaluating and synthesising information, ideas and perspectives AC9L2AU10C03 AC9L2AU10C04 show understanding of how features of language can be used to influence audience response AC9L2AU10C03 AC9L2AU10C04
			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 AC9L2AU2C05	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 AC9L2AU4C05	create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces AC9L2AU6C05 sequence information and ideas, and use conventions appropriate to text type AC9L2AU6C05	select and use features of signing structures and expressions to create texts AC9L2AU8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9L2AU10C05 use complex structures to enhance meaning and cohesion AC9L2AU10C05

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
	Year 7 entry sequence					use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9L2AU8C01 AC9L2AU8C02 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9L2AU8C01 AC9L2AU8C02	initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds AC9L2AU10C01 AC9L2AU10C02 communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events AC9L2AU10C02
						locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning AC9L2AU8C03 AC9L2AU8C04 respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts AC9L2AU8C04	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9L2AU10C03 AC9L2AU10C04 synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience AC9L2AU10C03 AC9L2AU10C04
						use familiar language, modelled grammatical structures, and familiar signs including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts AC9L2AU8C05	use structures and features of Auslan, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts AC9L2AU10C05
Understanding language and culture	P–10 sequence	identify that Auslan and English are different AC9L2AUF02	imitate the parameters of signs AC9L2AU2U01 demonstrate understanding that Auslan has conventions and rules for signing AC9L2AU2U02 give examples of similarities and differences between some features of Auslan and English AC9L2AU2U03	use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning AC9L2AU4U01 AC9L2AU4U02 identify patterns in Auslan and make comparisons between Auslan and English AC9L2AU4U03	apply rules of signs, pace and signing space to develop fluency AC9L2AU6U01 use modelled structures when creating and responding in Auslan AC9L2AU6U02 compare language structures and features in Auslan and English, using some metalanguage AC9L2AU6U03	apply the conventions of signing to enhance fluency AC9L2AU8U01 demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning AC9L2AU8U02 comment on structures and features of Auslan text, using metalanguage AC9L2AU8U03	apply features and conventions of Auslan and adjust signing to extend fluency AC9L2AU10U01 demonstrate understanding of the conventions of texts and the connections between them AC9L2AU10U01 AC9L2AU10U02 apply knowledge of language structures and features to make and predict meaning AC9L2AU10U02 support analysis of Auslan texts, using metalanguage AC9L2AU10U03

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
		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 AC9L2AUF03	understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity AC9L2AU2U04	understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity AC9L2AU4U04	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9L2AU6U04	reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9L2AU8U04	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 AC9L2AU10U04
Year 7 entry sequence						use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication AC9L2AU8U01 AC9L2AU8U02 comment on aspects of Auslan and English language structures and features, using metalanguage AC9L2AU8U03	apply features and conventions of signing to enhance communication AC9L2AU10U01 select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts AC9L2AU8U02 support discussion of structures and features of texts, using metalanguage AC9L2AU8U03
						demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity AC9L2AU8U04	reflect on their use of Auslan and their own cultural identity to discuss how this influences their ideas and ways of communicating AC9L2AU10U04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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Australian Curriculum Version 9.0: Sequence of achievement standards aspects

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