

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

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

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 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, 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.

		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	use Auslan to interact and share information related to the classroom and themselves use cues to respond to questions and instructions, and use simple formulaic language	use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds use familiar language to participate in activities that involve planning	initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas	initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences use Auslan to negotiate solutions and adjust language in response to others	contribute to and extend interactions in Auslan in increasingly unfamiliar contexts related to a wide range of interests and issues
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning	locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts	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	interpret information, ideas and opinions in texts demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience	interpret and respond to texts by evaluating and synthesising information, ideas and perspectives show understanding of how features of language can be used to influence audience response
	Year 7 entry sequence		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	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	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	select and use features of signing structures and expressions to create texts	use complex structures to enhance meaning and cohesion create texts, selecting and manipulating language for a range of contexts, purposes and audiences
						use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges	initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events

		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:
Understanding language and culture						<p>locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning</p> <p>respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts</p>	<p>interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives</p> <p>synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience</p>
						<p>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</p>	<p>use structures and features of Auslan, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts</p>
	P–10 sequence	<p>identify that Auslan and English are different</p>	<p>imitate the parameters of signs</p> <p>demonstrate understanding that Auslan has conventions and rules for signing</p> <p>give examples of similarities and differences between some features of Auslan and English</p>	<p>use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning</p> <p>identify patterns in Auslan and make comparisons between Auslan and English</p>	<p>apply rules of signs, pace and signing space to develop fluency</p> <p>use modelled structures when creating and responding in Auslan</p> <p>compare language structures and features in Auslan and English, using some metalanguage</p>	<p>apply the conventions of signing to enhance fluency</p> <p>demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning</p> <p>comment on structures and features of Auslan text, using metalanguage</p>	<p>apply features and conventions of Auslan and adjust signing to extend fluency</p> <p>demonstrate understanding of the conventions of texts and the connections between them</p> <p>apply knowledge of language structures and features to make and predict meaning</p> <p>support analysis of Auslan texts, using metalanguage</p>
	Year 7 entry sequence	<p>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>	<p>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>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>	<p>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>	<p>reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity</p>	<p>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>
	Year 7 entry sequence					<p>use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication</p> <p>comment on aspects of Auslan and English language structures and features, using metalanguage</p>	<p>apply features and conventions of signing to enhance communication</p> <p>select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts</p> <p>support discussion of structures and features of texts, using metalanguage</p>
						<p>demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity</p>	<p>reflect on their use of Auslan and their own cultural identity to discuss how this influences their ideas and ways of communicating</p>

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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