

Years 1–2 band Auslan

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9L2AU2C01 indicates the Communicating meaning in Auslan strand.

Key to content description codes: Auslan	
e.g. AC9L2AU2C01	Strands:
Australian Curriculum (AC)	• C — Communicating meaning in Auslan
Version 9 (9)	• U — Understanding language and culture
Languages (L)	
Second-Language learner (2)	
Auslan (AU)	
Years 1–2 band (2)	
Strand (C, U)	
Content description number (##)	

Years 1–2 band Australian Curriculum: Auslan achievement standard
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.
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.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 2	Students learn to:	
Students use Auslan to interact and share information related to the classroom and themselves.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions 	AC9L2AU2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions 	AC9L2AU2C01
	<ul style="list-style-type: none"> participate in a range of guided, play-based language activities, using formulaic expressions and visual cues 	AC9L2AU2C02
	<ul style="list-style-type: none"> notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines 	AC9L2AU2C04
They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases 	AC9L2AU2C03
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.	<ul style="list-style-type: none"> 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
Students imitate the parameters of signs.	<ul style="list-style-type: none"> 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
They demonstrate understanding that Auslan has conventions and rules for signing.	<ul style="list-style-type: none"> recognise that signs and features of language are used to construct meaning in Auslan 	AC9L2AU2U02
They give examples of similarities and differences between some features of Auslan and English.	<ul style="list-style-type: none"> notice that Auslan has features that may be similar to or different from English 	AC9L2AU2U03
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.	<ul style="list-style-type: none"> notice that people use language in ways that reflect cultural identity. 	AC9L2AU2U04

More information

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

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