|  |
| --- |
| Years 9–10 band (P–10 sequence) Auslan  Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Auslan. For planning advice, refer to the Planning for teaching, learning and assessment document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the Home tab > Styles dropdown > Clear All/Clear Formatting > text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| 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.  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. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | 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.  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. | | 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.  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. | | 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.  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. | | 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.  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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Communicating meaning in Auslan | 1 | 2 | 3 | 4 | Understanding language and culture | 1 | 2 | 3 | 4 |
| **Interacting in Auslan**  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 |  |  |  |  | **Understanding systems of language**  apply features and conventions of sign production to extend fluency when responding to and creating texts in familiar and unfamiliar contexts  AC9L2AU10U01 |  |  |  |  |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9L2AU10C02 |  |  |  |  | apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas  AC9L2AU10U02 |  |  |  |  |
| **Mediating meaning in and between languages**  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 |  |  |  |  | reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features  AC9L2AU10U03 |  |  |  |  |
| interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts  AC9L2AU10C04 |  |  |  |  | **Understanding the interrelationship of language, culture and identity**  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 |  |  |  |  |
| **Creating text in Auslan**  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 |  |  |  |  |  | | | | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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