Australian CURRICULUM

LANGUAGES

Auslan

First-language learner pathway (L1)

Years F-10 and Years 7-10

Scope and sequence

Auslan L1 SCOPE AND SEQUENCE All-Elements

Foundation	Years 1–2
Achievement standard	
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.	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, using modelled 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 to create texts. 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), and culture(s) and identity.

Content descriptions	
	Strand: Communicating meaning in Auslan
	Sub-strand: Interacting in Auslan
with support, recognise and communicate meaning in Auslan AC9L1AUF01	interact in classroom-related instructions and routines; and personal introductions AC9L1AU2C01
explore, with support, language features of Auslan making connections between Auslan and English AC9L1AUF02	participate in a range of play-based activities using modelled expressions and visual cues AC9L1AU2C02
explore connections between language and culture AC9L1AUF03	
	Sub-strand: Mediating meaning in and between languages
	locate, with support, key information in familiar texts, and respond using gestures, images, words and modelled phrases AC9L1AU2C03
	recognise language that carries cultural meaning in everyday social interactions AC9L1AU2C04
	Sub-strand: Creating text in Auslan
	use modelled familiar language to create signed, visual and multimodal texts AC9L1AU2C05

	Strand: Understanding language and culture
	Sub-strand: Understanding systems of language
	recognise and imitate modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) AC9L1AU2U01
	recognise that signs and features of language are used to construct meaning in Auslan AC9L1AU2U02
	notice that Auslan has features that may be similar to or different from English AC9L1AU2U03
	Sub-strand: Understanding the interrelationship of language, culture and identity
	notice that people use language in ways that reflect cultural identity AC9L1AU2U04

Years 3–4	Years 5–6
Achievement standard	
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 use familiar language to participate in activities that involve planning and transacting. They locate, organise 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 to create texts. Students use the parameters and 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.	By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their experiences and views. They collaborate in activities that involve the language of planning and problem-solving to share information, ideas and preferences. 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 vocabulary and structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. 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.

Content descriptions

Strand: Communicating meaning in Auslan

Sub-strand: Interacting in Auslan

initiate exchanges and respond to questions about self, others, and classroom environment, using modelled and familiar expressions AC9L1AU4C01	initiate and sustain exchanges related to students' experiences and opinions of their personal worlds and school environment AC9L1AU6C01
participate in activities that involve planning and transacting with others, using a range of phrases and structures in familiar contexts AC9L1AU4C02	participate in activities that involve planning and negotiating with others, using familiar and modelled idiomatic language to agree, suggest and resolve AC9L1AU6C02

Sub-strand: Mediating meaning in and between languages

locate, organise and respond to key information related to familiar content in signed, visual and multimodal texts AC9L1AU4C03	locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose and audience AC9L1AU6C03
develop strategies to comprehend and adjust Auslan to convey cultural meaning AC9L1AU4C04	apply strategies to interpret and convey meaning in, signed and visual cultural contexts AC9L1AU6C04

Sub-strand: Creating text in Auslan

create and present informative and imaginative signed, visual and multimodal texts using formulaic expressions and phrases and modelled textual conventions AC9L1AU4C05	create and present informative and imaginative signed, visual and multimodal texts using a range of language structures and features to sequence information and ideas, appropriate to context AC9L1AU6C05

Strand: Understanding language and culture	
Sub-strand: Understanding systems of language	
recognise and use combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases AC9L1AU4U01	apply knowledge of signs, pace and signing space to develop fluency in familiar contexts AC9L1AU6U01
recognise and use Auslan conventions, grammatical structures and basic syntax, in familiar texts and contexts AC9L1AU4U02	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate textual conventions AC9L1AU6U02
recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L1AU4U03	compare Auslan structures and features with those of English, using some familiar metalanguage AC9L1AU6U03
Sub-strand: Understanding the interrelationship of language, culture and identity	
identify connections between Auslan, cultural practices and identity AC9L1AU4U04	recognise that language reflects cultural practices, values and identity, and that this impacts on communication AC9L1AU6U04

Years 7–8 (F–10)	Years 9–10 (F–10)
Achievement standard	
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 problem-solve and justify, 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, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, structures and expressions, manipulating language to create texts. 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.	By the end of Year 10, students contribute to and extend interactions in Auslan related to diverse contexts and perspectives. They interpret 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 and respond to texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures and use a variety of tenses to sequence events. Students apply 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.

Content descriptions	
Strand: Communicating meaning in Auslan	
Sub-strand: Interacting in Auslan	
initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and opinions, adjusting their language in response to others AC9L1AU8C01	initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives AC9L1AU10C01
collaborate in activities that involve the language of transacting, negotiating and justifying, to plan projects and school cultural events AC9L1AU8C02	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9L1AU10C02
Sub-strand: Mediating meaning in and between languages	
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	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
interpret and translate signed, visual and written language to convey meaning in a range of familiar and unfamiliar cultural contexts AC9L1AU8C04	interpret and translate signed, visual and written interactions to reflect cultural context, purpose and audience AC9L1AU10C04
Sub-strand: Creating text in Auslan	
create and present informative and imaginative signed, visual and multimodal texts, manipulating language to suit context, purpose and audience AC9L1AU8C05	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

Strand: Understanding language and culture	
Sub-strand: Understanding systems of language	
apply knowledge of conventions of sign production to enhance fluency in familiar and unfamiliar contexts AC9L1AU8U01	apply features and conventions of sign production to extend fluency in response to a range of contexts, purposes and audiences AC9L1AU10U01
apply understanding of grammatical structures and expressions to compose and respond to a range of texts AC9L1AU8U02	apply knowledge of grammatical structures to predict meaning and compose a range of texts that contain complex structures and ideas AC9L1AU10U02
reflect on and explain similarities and differences between Auslan and English language structures and features, using metalanguage AC9L1AU8U03	reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features AC9L1AU10U03
Sub-strand: Understanding the interrelationship of language, culture and identity	
reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9L1AU8U04	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

Years 7–8 (Year 7 entry)	Years 9–10 (Year 7 entry)
Achievement standard	
By the end of Year 8, students use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning. They respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled grammatical structures to create texts. Students use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication. They comment on aspects of Auslan and English language structures and features, using metalanguage. They demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.	By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan to create texts. Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how this influences their ideas and ways of communicating.

Content descriptions	
Strand: Communicating meaning in Auslan	
Sub-strand: Interacting in Auslan	
interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9L1AU8EC01	initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds AC9L1AU10EC01
engage in modelled signed and visual exchanges with peers to organise activities relating to daily life and school environment AC9L1AU8EC02	use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9L1AU10EC02
Sub-strand: Mediating meaning in and between languages	
locate and process information and ideas in familiar signed, visual and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9L1AU8EC03	interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LA10EC03
develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts AC9L1AU8EC04	apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L1AU10EC04
Sub-strand: Creating text in Auslan	
create signed, visual and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, phrases, grammatical structures and some textual conventions AC9L1AU8EC05	create signed, visual and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9L1AU10EC05

Strand: Understanding language and culture	
Sub-strand: Understanding systems of language	
recognise and use modelled combinations of handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of how these are represented in familiar contexts AC9L1AU8EU01	apply features of Auslan sign production including handshape, orientation, location and movement (HOLM) and non-manual features (NMFs) and show how these are represented in familiar and some unfamiliar contexts AC9L1AU10EU01
develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts AC9L1AU8EU02	select and use structures and features of Auslan grammar systems to enhance meaning and create signed, visual and multimodal texts AC9L1AU10EU02
compare Auslan language structures and features with English, using familiar metalanguage AC9L1AU8EU03	reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features AC9L1AU10EU03
Sub-strand: Understanding the interrelationship of language, culture and identity	
recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9L1AU8EU04	reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating AC9L1AU10EU04