Australian CURRICULUM

LANGUAGES

Auslan
Second-language learner pathway (L2)
Years F-10 and Years 7-10
Comparative information

Foundation	
Achievement standard	
Version 9.0	**Version 8.4**
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.	New

Content descriptions		
Version 9.0 Foundation		
Version 9.0	**Action taken**	**Version 8.4**
with support, recognise and communicate meaning in Auslan AC9L2AUF01	New	
explore, with support, language features of Auslan noticing similarities and differences between Auslan and English AC9L2AUF02	New	
explore connections between language and culture AC9L2AUF03	New	

Years 1–2	
Achievement standard	
Version 9.0	**Version 8.4**
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 to create texts. Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for language signing. They give examples of similarities and differences between some language 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.	By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan. Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change

meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9L2AU2C01	Combined Refined	Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities [Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing] ACLASF127 Develop interaction and communication skills for participation in regular class routines and activities [Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention] ACLASF129
participate in a range of guided, play-based language activities using formulaic expressions and visual cues AC9L2AU2C02	Refined	Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures [Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying] ACLASF128

Version 9.0 Sub-strand: Mediating meaning in and between languages		
locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9L2AU2C03	Combined Refined	Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks [Key concepts: information, topics; Key processes: identifying, categorising responding, gathering] ACLASF130 Present information about self, family, school and significant objects, using modelled signs and formulaic phrases [Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting] ACLASF131 Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs [Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing] ACLASF132
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9L2AU2C04	Refined	Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] ACLASF137
	Removed	Translate words used in everyday contexts from Auslan into English and vice versa [Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining] ACLASF134
Version 9.0 Sub-strand: Creating text in Auslan		
use signs, familiar phrases and modelled language to create signed, visual and multimodal texts AC9L2AU2C05	refined	Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words

		[Key concepts: meaning, code, bilingualism; Key processes: labelling, creating] ACLASF135
	Removed	Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions [Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating] ACLASF133

Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
recognise and imitate the parameters of signs using handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) AC9L2AU2U01	Refined Split	Recognise that signs have set handshapes, movements and locations, and identify and reproduce them independently [Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding] ACLASFU138
	Refined Split	Recognise that meaning can be expressed through English words or Auslan signs [Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding] ACLASFU138
recognise that signs and features of language are used to construct meaning in Auslan AC9L2AU2U02	Combined Refined Split	Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space [Key concepts: signing space, verb modification, depicting signs; Key processes: noticing, identifying, recognising] ACLASFU139 Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions

		[Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing] ACLASFU140
		Understand that texts are made up of units of meaning such as groups of words or sentences
		[Key concepts: text, text types; Key processes: recognising, noticing] ACLASFU141
	Removed Split	Understand that different types of texts have different features that help serve their purpose
		[Key concepts: text, text types; Key processes: recognising, noticing] ACLASFU141
notice that Auslan has features that may be similar to or different from English AC9L2AU2U03	New	
	Removed	Understand that all languages including signed languages vary and borrow words and signs from each other
		[Key concepts: language borrowing, variation; Key processes: noticing, recognising] ACLASFU142
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
notice that people use language in ways that reflect cultural identity AC9L2AU2U04	Combined Refined	Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity
		[Key concepts: identity, similarity, difference, self, family, belonging; Key processes: noticing, identifying, describing, explaining, comparing] ACLASFC136

		Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them [Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections] ACLASFU144
	Removed	Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concepts: language diversity, difference, vitality; Key processes: identifying, exploring, recognising] ACLASFU143

Years 3–4	
Achievement standard	
Version 9.0	**Version 8.4**
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 modelled language to participate in activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students use 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 culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or … RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan. Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is

closely related to language and to identity and involves both visible and invisible elements.

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9L2AU4C01	Combined Refined	Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences] ACLASFC145 Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking [Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention] ACLASFC147
participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9L2AU4C02	Refined	Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help] ACLASFC146

Version 9.0 Sub-strand: Mediating meaning in and between languages		
locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts AC9L2AU4C03	Combined Refined	Organise and summarise key points of information obtained from different types of Auslan texts [Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording] ACLASFC148 Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts [Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting] ACLASFC149 Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing [Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing] ACLASFC150
develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning AC9L2AU4C04	New	
	Removed	Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret [Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating] ACLASFC152
Version 9.0 Sub-strand: Creating text in Auslan		
create and present informative and imaginative signed, visual and multimodal texts using formulaic expressions, simple phrases, and modelled textual conventions AC9L2AU4C05	Refined	Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports [Key concepts: play, imagination, character; Key processes: creating, performing, retelling] ACLASFC151

| | | Create bilingual versions of texts such as English captioned recordings of Auslan phrases |
| | | [Key concepts: meaning, representation; Key processes: creating] ACLASFC153 |

Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
recognise and use modelled combinations of parameters of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases AC9L2AU4U01	Refined	Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning [Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing] ACLASFU156
recognise Auslan conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L2AU4U02	Combined Refined	Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting [Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing] ACLASFU157 Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features [Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing] ACLASFU158
	Removed	Recognise that there is variation in Auslan use, for example in different locations or physical environments [Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering] ACLASFU160

recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L2AU4U03	New	
	Removed	Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion [Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing] ACLASFU159
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
identify connections between Auslan, cultural practices and identity AC9L2AU4U04	Combined Refined	Consider how their ways of communicating and responding to each other shape and reflect their sense of identity [Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing] ACLASFC154 Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] ACLASFC155 Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections] ACLASFU162

	Removed	Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality [Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising] ACLASFU161

Years 5–6	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. 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 variety 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 structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They understand that Auslan is connected to culture and identity. 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.	By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation. Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf,

	hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perception

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9L2AU6C01	Refined	Share ideas and feelings about people they know, their daily lives, social activities and the school community [Key concepts: experience, interaction, interests, relationship; Key processes: describing, discussing, responding, comparing, expressing feelings] ACLASF163
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C02	Combined Refined	Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions [Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising] ACLASF164 Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning [Key concepts: agreement, clarification, protocol, reflection; Key processes: responding, agreeing, monitoring] ACLASF165

Version 9.0 Sub-strand: Mediating meaning in and between languages		
locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose AC9L2AU6C03	Combined Refined	Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts [Key concept: information, findings, concepts; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing] ACLASF166 Convey information in different formats to suit different audiences and contexts [Key concepts: context, purpose, audience; Key processes: presenting, creating] ACLASF167
	Removed	Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences [Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting] ACLASF168
apply strategies to interpret and convey meaning in Auslan in familiar signed and visual cultural contexts AC9L2AU6C04	Refined	Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing] ACLASF170

Version 9.0 Sub-strand: Creating text in Auslan		
create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled structures to sequence information and ideas, and conventions appropriate to text type AC9L2AU6C05	Combined Refined	Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings [Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing] ACLASF169 Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters [Key concepts: bilingualism, meaning; Key process: composing, creating] ACLASF171
Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
apply knowledge of signs, pace and signing space to develop fluency in familiar contexts AC9L2AU6U01	Combined Refined	Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts [Key concepts: body anchored, iconicity; Key processes: identifying, recognising, annotating, glossing] ACLASFU174 Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action [Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: recognising, distinguishing ACLASFU175

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate textual conventions AC9L2AU6U02	Combined Refined	Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs [Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing] ACLASFU176 Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices [Key concepts: language features, cohesion, referent tracking; Key processes: identifying, analysing] ACLASFU177
	Removed	Explore variation in terms of the impact of other languages on Auslan across contexts and over time [Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining] ACLASFU178
	Removed	Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation [Key concepts: diversity, representation, language transmission, documentation; Key processes: recognising, describing, understanding, discussing, investigating] ACLASFU179
compare some Auslan structures and features with those of English, using some familiar metalanguage AC9L2AU6U03	New	

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
recognise that language reflects cultural practices, values and identity, and that this impacts on communication AC9L2AU6U04	Refined	Reflect on how communities' ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages [Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating] ACLASFU180
	Removed	Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community [Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing] ACLASFC172
	Removed	Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan [Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting] ACLASFC173

Years 7–8 (F–10)	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret 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 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 comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.	By the end of Year 8, students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate. Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. They understand how handshape and movement represent different things in each type of depicting sign (DS). They identify and categorise instances of

signers using spatial modifications to signs and know that signs can be iconic in a number of ways. They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. They understand that the most unifying factor of the Deaf community is the use of Auslan. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9L2AU8C01	Combined Refined	Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience [Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying] ACLASFC181 Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom [Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising] ACLASFC183
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events	Refined	Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation

AC9L2AU8C02		[Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting] ACLASFC182
Version 9.0 Sub-strand: Mediating meaning in and between languages		
interpret information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2AU8C03	Combined Refined	Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests [Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying] ACLASFC184 Present information on different events or experiences to inform, report, promote, instruct or invite action [Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting] ACLASFC185 Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements [Key concepts: expression, manner, metaphorical iconicity; Key processes: comparing, evaluating, describing, exploring, profiling] ACLASFC186
interpret and translate signed, spoken and written language to convey meaning in a range of familiar and some unfamiliar cultural contexts AC9L2AU8C04	Combined Refined	Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience [Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising] ACLASFC188 Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language

		[Key concepts: equivalence, bilingualism; Key processes: captioning, creating] ACLASFC189

Version 9.0 Sub-strand: Creating text in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
create and present signed, visual and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9L2AU8C05	Refined	Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences [Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing] ACLASFC187

Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
apply knowledge of conventions of sign production to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9L2AU8U01	Combined Refined Split	Identify different types of non-manual features and characteristics of signs, including iconicity [Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing] ACLASFU192
	Removed Split	explore the use of software to transcribe and annotate signed texts [Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing] ACLASFU192

apply understanding of grammatical structures and expressions to compose and respond to texts AC9L2AU8U02	Combined Refined	Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action
		[Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing] ACLASFU193
		Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances
		[Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing] ACLASFU194
		Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes
		[Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing] ACLASFU195
	Removed	Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
		[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching] ACLASFU196
	Removed	Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world
		[Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing] ACLASFU197

reflect on similarities and differences between Auslan and English language structures and features, using metalanguage AC9L2AU8U03	New	
Version 9.0 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 AC9L2AU8U04	Combined Refined	Consider their own and each other's cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people [Key concepts: identity, perspective, belonging, wellbeing; Key processes: reflecting, comparing, describing, discussing, investigating, analysing] ACLASFC190 Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other [Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing] ACLASFU198
	Removed	Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring] ACLASFC191

Years 9–10 (F–10)	
Achievement standard	
Version 9.0	**Version 8.4**
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 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 apply and use complex structures to create and respond to texts. They use language devices to sequence events and to enhance meaning and cohesion. 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.	By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF…. Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. They use constructed action (CA) to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity. Students recognise and explain different ways that signers represent signing space, such as character or observer space. They understand and use depicting signs and CA in complex ways to create composite utterances. They

investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: 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	Combined Refined	Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues [Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising] ACLASFC199 Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences [Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating] ACLASFC201
contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L2AU10C02	Refined	Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

		[Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting] ACLASFC200
Version 9.0 Sub-strand: 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	Combined Refined	Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented [Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising] ACLASFC202 Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues [Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing] ACLASFC203 Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression [Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling] ACLASFC204
interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts AC9L2AU10C04	Refined	Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another [Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing] ACLASFC206
	Removed	Create glossaries and classifications in English to interpret cultural aspects of Auslan texts [Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning] ACLASFC207

Version 9.0 Sub-strand: 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	New	
	Removed	Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners [Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting] ACLASFC205
Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
apply features and conventions of sign production to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9L2AU10U01	Refined	Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts [Key concepts: character and observer space, depicting signs, constructed action; Key processes: contrasting, analysing] ACLASFU211
	Removed	Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription [Key concepts: iconicity, metaphor, annotation; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing] ACLASFU210
apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas	Refined	Understand and describe complex grammatical structures combining depicting signs, constructed action and various

AC9L2AU10U02		clauses for a range of language functions, such as interaction, narration or description [Key concepts: clause structure, clause conjunctions, reference; Key processes: applying, noticing] ACLASFU212
reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features AC9L2AU10U03	Refined	Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, choice, conventions, cohesion; Key process: analysing, identifying, explaining] ACLASFU213
	Removed	Investigate and analyse the nature of and community attitudes to variation in the use of Auslan [Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering] ACLASFU214
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9L2AU10U04	Refined	Recognise the complex and multifaceted nature of identity and how exploration of cultural identity in relation to a different language can provide insights and different perspectives to a first culture and language [Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating] ACLASFC208
	Removed	Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting] ACLASFC209

	Removed	Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building [Key concepts: policy, rights, representation, status, expansion; Key processes: researching, comparing, investigating, analysing, explaining] ACLASFU215
	Removed	Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts [Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing] ACLASFU216

Years 7–8 (Year 7 entry)
Achievement standard

Version 9.0	Version 8.4
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 8, students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT…. They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs. Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. They summarise and retell key points of information in correct sequence using list buoys. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. They create bilingual texts and

resources for the classroom, for example, glossaries and captions for their own and each other's short stories. They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, NMFs and gestures and can be expressed through whole signs or fingerspelling. They identify and describe the handshapes, movements and locations of signs. They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. They know that signing involves telling, depicting or enacting. They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. They use metalanguage to talk about Auslan, for example using terms such as depicting signs, indicating verbs, non-manual features, handshapes, pointing signs and clauses. Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan.

Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9L2AU8EC01	Combined Refined	Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences [Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining] ACLASFC217 Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction [Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing] ACLASFC219
engage in modelled signed and visual exchanges with peers to organise activities relating to daily life and school environment AC9L2AU8EC02	Refined	Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions [Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting] ACLASFC218
Version 9.0 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 AC9L2AU8EC03	Combined Refined	Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways [Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying] ACLASFC220 Present and explain factual information about a range of topics of interest

		[Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing] ACLASFC221
		Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses
		[Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking] ACLASFC222
develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts AC9L2AU8EC04	Refined	Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not
		[Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising] ACLASFC224
Version 9.0 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 AC9L2AU8EC05	Refined	Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions
		[Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting] ACLASFC223
	Removed	Create bilingual texts and learning resources to use in the classroom
		[Key concepts: translation, meaning, transcription, bilingualism; Key processes: translating, captioning, recording, creating] ACLASFC225

Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 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 AC9L2AU8EU01	Refined	Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity [Key concepts: handshape, orientation, movement, location, hand dominance, iconicity; Key processes: identifying, noticing, recognising, comparing, understanding] ACLASFU228
develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts AC9L2AU8EU02	Combined Refined	Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process [Key concepts: signing space, pointing, verb modification to show who, depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing] ACLASFU229 Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to join clauses [Key concepts: sign class, noun and verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding] ACLASFU230
compare Auslan language structures and features with English, using familiar metalanguage AC9L2AU8EU03	Refined	Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion [Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying, analysing] ACLASFU231

	Removed	Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages [Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing] ACLASFU232

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9L2AU8EU04	New	Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying] ACLASFU234
	Removed	Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community [Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing] ACLASFC226
	Removed	Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression [Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing] ACLASFC227
	Removed	Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia [Key concepts: communication, accessibility, transmission; Key processes: identifying, investigating, discussing, understanding] ACLASFU233

Years 9–10 (Year 7 entry)	
Achievement standard	
Version 9.0	**Version 8.4**
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.	By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other's comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL-all. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF… THEN… as well as joining clauses with NMFs to build cohesion and to extend clauses. With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK-her and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating

<table>
<tr><td></td><td>may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.</td></tr>
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Content descriptions		
Version 9.0 Strand: Communicating meaning in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Interacting in Auslan		
initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds AC9L2AU10EC01	Combined Refined	Socialise and exchange views on selected issues using different communication strategies, language structures and techniques [Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching] ACLASFC235 Interact appropriately with the teaching team, peers and members of the Deaf community, adjusting language when

		necessary and demonstrating understanding of appropriate protocols in and out of the classroom
		[Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying] ACLASFC237
use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9L2AU10EC02	Refined	Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress [Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing] ACLASFC236
Version 9.0 Sub-strand: Mediating meaning in and between languages		
interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts and respond appropriately to cultural context, purpose and audience AC9L2AU10EC03	Combined Refined	Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms [Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising] ACLASFC238 Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action [Key concepts: biography, commentary, procedure, action; Key processes: presenting, describing, explaining, researching, composing, inviting action] ACLASFC239
	Removed	Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience [Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling] ACLASFC240

Version 9.0	Action taken	Version 8.4
apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L2AU10EC04	Refined	Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another [Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, exploring, developing] ACLASFC242
Version 9.0 Sub-strand: Creating text in Auslan		
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 AC9L2AU10EC05	Refined	Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience [Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting] ACLASFC241
	Removed	Create, develop and resource bilingual texts for use in the wider school community [Key concepts: bilingualism, translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing] ACLASFC243
Version 9.0 Strand: Understanding language and culture		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Understanding systems of language		
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 AC9L2AU10EU01	Refined Split	Explore various types of non-manual features and the types of iconicity in signs [Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing] ACLASFU246 Understand that signs can include different information including a gestural overlay, and identify how signers establish

		spatial locations, types of depicting signs and ways of showing constructed action
		[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing] ACLASFU247
	Removed Split	gain confidence in using software to transcribe signs [Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing] ACLASFU246
select and use structures and features of Auslan grammar systems to enhance meaning and create signed, visual and multimodal texts AC9L2AU10EU02	Refined	Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances [Key concepts: clause types, conjunctions, composite utterances; Key processes: recognising, observing, distinguishing, understanding] ACLASFU248
reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features AC9L2AU10EU03	Refined	Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, purpose, coherence; Key processes: noticing, analysing] ACLASFU249
	Removed	Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing] ACLASFU250

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating AC9L2AU10EU04	Refined	Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of other languages and cultures [Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing] ACLASFC244
	Removed	Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering] ACLASFC245
	Removed	Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world [Key concepts: influence, diversity, language vitality, language documentation; Key processes: researching, investigating, exploring, describing, analysing] ACLASFU251
	Removed	Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages [Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering] ACLASFU252