Australian CURRICULUM

LANGUAGES

Auslan
First-language learner pathway (L1)
Years F-10 and Years 7-10
Comparative information

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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 AC9L1AUF01	New	
explore, with support, language features of Auslan making connections between Auslan and English AC9L1AUF02	New	
explore connections between language and culture AC9L1AUF03	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, 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.	By the end of Year 2, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES. Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO-right, PLAY-continuous, RETURN-left, or LAST-WEEK PRO1-plural VISIT NANNA. They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO. They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON'T-LIKE ORANGE. They use appropriate NMFs to ask and respond to a range of wh- questions and yes/no questions. They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs. They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. They recall and retell specific points of information from texts such as class messages, directions, introductions and 'visual vernacular' descriptions, and they recognise familiar fingerspelled words. They follow procedural texts involving several steps and retell them using list buoys. They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. They use features of constructed action (CA) such as shifting eye gaze, or head or body–head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP-really-far-and-high. They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members,

	and the community. They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages.
	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 signs, fingerspelling, NMFs and non-conventional gestures. They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these. They recognise that some signs link to visual images, for example DRINK, ELEPHANT. Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event. They recognise that signers can tell with lexical signs or show with DSs and CA, and that clauses include a verb and sometimes nouns. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

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 in classroom-related instructions and routines; and personal introductions AC9L1AU2C01	Combined Refined	Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills [Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing] ACLASFC001 Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking [Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking] ACLASFC003
participate in a range of play-based activities using modelled expressions and visual cues AC9L1AU2C02	Refined	Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items [Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating] ACLASFC002

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 modelled phrases AC9L1AU2C03	Combined Refined	Identify specific points of information in simple Auslan texts and use the information to complete guided tasks [Key concepts: information, family, games, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording] ACLASFC004 Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action [Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting] ACLASFC006
recognise language that carries cultural meaning in everyday social interactions AC9L1AU2C04	Refined	Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ [Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining] ACLASFC008
Version 9.0 Sub-strand: Creating text in Auslan		
use modelled familiar language to create signed, visual and multimodal texts AC9L1AU2C05	Combined Refined	Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words [Key concepts: code, translation; Key processes: labelling, creating, captioning] ACLASFC009 Present information about self, family, people, places and things using signed descriptions and visual prompts [Key concepts: self, family, routines, home, community; Key processes: providing information, describing, presenting, demonstrating, labelling, reporting] ACLASFC005

		Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action [Key concepts: imagination, emotion, expression; Key processes: creating, enacting, expressing, experimenting, imagining] ACLASFC007

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 modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) AC9L1AU2U01	Refined	Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic [Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding] ACLASFC012
recognise that signs and features of language are used to construct meaning in Auslan AC9L1AU2U02	Combined Refined	Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships [Key concepts: signing space, numeral incorporation, verb modification to show who; Key processes: explaining, describing, noticing, identifying] ACLASFC013 Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features [Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing] ACLASFC014
	Removed	Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose [Key concepts: text, referent; Key processes: recognising, identifying, discussing ACLASFC015

notice that Auslan has features that may be similar to or different from English AC9L1AU2U03	Refined	Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games [Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding] ACLASFC011
	Removed	Understand that all languages including signed languages vary and borrow words and signs from each other [Key concepts: dialect, language borrowing, variation; Key processes: noticing, recognising] ACLASFC016
	Removed	Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world [Key concept: language diversity; Key processes: identifying, recognising, comparing] ACLASFC017
Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
notice that people use language in ways that reflect cultural identity AC9L1AU2U04	Refined	Understand 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] ACLASFC018
	Removed	Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community [Key concepts: identity, self, relationship, community, place, space, connection; Key processes: identifying, exploring, describing, talking about] ACLASFC010

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 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 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community. They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example pro3 tap-shoulder-repeatedly, and use modifications to show manner when describing actions and activities. They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding. They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG? They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them. They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community. They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING. They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps. They take into account the purpose and intended audience of a text. They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others' actions through constructed action (CA). They create simple imaginative texts of their own, using CA to represent their own or other people's actions, thoughts, feelings or attitudes. They create signed class translations, for example, of repeated lines in familiar children's stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries. Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and

<table>
<tr><td></td><td>associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.

Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed. They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent. They use metalanguage to talk about Auslan, using terms such as constructed action, depicting signs, indicating verbs, non-manual features, pointing signs and clauses. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways that 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 that it involves visible and invisible elements.</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 exchanges and respond to questions about self, others, and classroom environment, using modelled and familiar expressions AC9L1AU4C01	Combined Refined	Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes [Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading ACLASFC019 Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding

		[Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging] ACLASFC021
participate in activities that involve planning and transacting with others, using a range of phrases and structures in familiar contexts AC9L1AU4C02	Refined	Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language [Key concepts: collaboration, roles, responsibilities, memory; Key processes: negotiating, collaborating, planning, transacting] ACLASFC020
Version 9.0 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	Combined Refined	Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community [Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting] ACLASFC022 Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content [Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing] ACLASFC023
	Removed	Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment [Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing] ACLASFC024
develop strategies to comprehend and adjust Auslan to convey cultural meaning	New	

Version 9.0	Action taken	Version 8.4
AC9L1AU4C04		
	Removed	Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence [Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating] ACLASFC026
Version 9.0 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	Refined	Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects [Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing] ACLASFC025
	Removed	Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays [Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising] ACLASFC027
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 combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases AC9L1AU4U01	Combined Refined Split	Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan [Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes:

		identifying, recognising, comparing, distinguishing, comparing, describing, decoding] ACLASFU030
		Observe that signers can include different information, including gestural overlays, within a single sign
		[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing] ACLASFU031
recognise and use Auslan language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L1AU4U02	Combined Refined Split	identify examples of signers using space grammatically through points, depicting signs and constructed action [Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing] ACLASFU031 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, exploring] ACLASFU032 Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion [Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing] ACLASFU033
	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] ACLASFU034
	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, culture, language vitality; Key processes: identifying, describing, recognising, understanding] ACLASFU035
recognise familiar Auslan structures and features and compare with those of English, in known contexts AC9L1AU4U03	New	

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity		
identify connections between Auslan cultural practices and identity AC9L1AU4U04	Combined Refined	Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity [Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining] ACLASFC028 Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan [Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections] ACLASFU036
	Removed	Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression [Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting] ACLASFC029

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 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.	By the end of Year 6, students use Auslan to interact with people for a range of different purposes. They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG -really, LONG-really. They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions. Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups. They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER. They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others. Students locate, summarise and compare information from a range of sources. They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game. They use a range of connectives to create textual cohesion. They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS). They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text. They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. They describe their connections with the Deaf community and how these contribute to their sense of identity. They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when

joining interactions, taking turns, using names, or passing between people who are communicating with each other.

Students describe a sign's form in terms of all the elements and how they are put together, including types of NMFs. They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words. They distinguish between the three types of DSs and what they represent and how they are used in clauses. They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs. 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. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions

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 related to students' experiences and opinions of their personal worlds and school environment AC9L1AU6C01	Combined Refined	Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others [Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying] ACLASFC037

		Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning
		[Key concepts: discussion, conversation, participation; Key processes: supporting, managing, clarifying, reflecting] ACLASFC039
participate in activities that involve planning and negotiating with others, using familiar and modelled idiomatic language to agree, suggest and resolve AC9L1AU6C02	Refined	Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions
		[Key concepts: negotiation, perspective, design; Key processes: planning, suggesting, organising, presenting] ACLASFC038
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 and audience AC9L1AU6C03	Combined Refined	Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection
		[Key concepts: informative text, topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting] ACLASFC040
		Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience
		[Key concepts: report, audience, intention, technique; Key processes: instructing, informing, persuading, reporting] ACLASFC041
	Removed	Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience
		[Key concepts: emotion, manner, visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating] ACLASFC042

apply strategies to interpret and convey meaning in signed and visual cultural contexts AC9L1AU6C04	New	
	Removed	Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages [Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining] ACLASFC044
Version 9.0 Sub-strand: Creating text in Auslan		
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	New	
	Removed	Create live or filmed performances that engage specific audiences and present imagined experiences, people or places [Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising] ACLASFC043
	Removed	Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances [Key concepts: equivalence, bilingualism; Key processes: composing, creating] ACLASFC045

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 AC9L1AU6U01	Refined Split	Describe the elements of sign production, including non-manual features [Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding] ACLASFU048
	Removed Split	explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper [Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding] ACLASFU048
use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate textual conventions AC9L1AU6U02	Combined Refined	Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action [Key concepts: establishing a spatial location, types of depicting signs, function of constructed action; Key processes: identifying, distinguishing] ACLASFU049 Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail [Key concepts: gestural overlays, clause conjunction, variable sign order; Key processes: recognising, distinguishing] ACLASFU050 Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience

		[Key concepts: referent, cohesion, space; Key processes: identifying, noticing] ACLASFU051
compare Auslan structures and features with those of English, using some familiar metalanguage AC9L1AU6U03	New	
	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] ACLASFU052
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 AC9L1AU6U04	Combined Refined	Consider the influence of the Deaf community on identity development, focusing on language, social systems and sense of space and place [Key concepts: identity, relationship, community, place, space, story, social mores, history, Deafhood, Deaf gain; Key processes: identifying, describing, investigating, discussing, explaining] ACLASFC046 Reflect on how communities' ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages [Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating] ACLASFU054
	Removed	Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community [Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting] ACLASFC047

	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: describing, discussing, investigating, representing] ACLASFU053

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 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 8, students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs). They participate in discussions and debates, acknowledging others' opinions and developing and supporting arguments. They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT. They use evaluative language to reflect on learning activities and to provide feedback to others. They follow protocols for interacting with sign language interpreters in various contexts. Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms. They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history. They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others. They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions. They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest. Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them. They create bilingual texts to use in the wider school community. They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language. Students 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 character and observer space, classify verb types according to how they use space, and identify constructed action in a text. They explain the form

<table>
<tr><td></td><td>and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals. They identify all the ways a signer refers to the same referent throughout a text to create cohesion. 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. 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.</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 exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and opinions, adjusting their language in response to others AC9L1AU8C01	Combined Refined	Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community [Key concepts: ideas, interests, community, issues; Key processes: comparing, contrasting, discussing, expressing] ACLASFC055 Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom [Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating] ACLASFC057 Exchange/provide information, opinions and experiences in either formal or informal contexts [Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating] ACLASFC059

| | Removed | Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people

[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring] ACLASFC065 |
|---|---|---|
| collaborate in activities that involve the language of transacting, negotiating and justifying, to plan projects and school cultural events

AC9L1AU8C02 | Refined | Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities

[Key concepts: project design, procedure, direction; Key processes: creating, showcasing, reporting, evaluating] ACLASFC056 |
| **Version 9.0 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 | Refined | Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising] ACLASFC058 |
| | Removed | Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences

[Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing] ACLASFC060 |
| interpret and translate signed, visual and written language to convey meaning in a range of familiar and unfamiliar cultural contexts

AC9L1AU8C04 | Refined | Translate and interpret unfamiliar texts in Auslan or English and compare their translation 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, representation, meaning, interpretation; Key processes: translating, interpreting, creating, |

		paraphrasing, summarising, shadowing, comparing, explaining, role-playing] ACLASFC062
Version 9.0 Sub-strand: Creating text in Auslan		
Version 9.0	**Action taken**	**Version 8.4**
create and present informative and imaginative signed, visual and multimodal texts, manipulating language to suit context, purpose and audience AC9L1AU8C05	New	
	Removed	Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners [Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating] ACLASFC061
	Removed	Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English [Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing] ACLASFC063
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 in familiar and unfamiliar contexts AC9L1AU8U01	Refined	Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses [Key concepts: levels and types of iconicity, transcription; Key processes: identifying, recognising, glossing, annotating] ACLASFU066

apply understanding of grammatical structures and expressions to compose and respond to a range of texts AC9L1AU8U02	Combined Refined	Distinguish between character and observer space, categorise different verb types and identify constructed action in a text [Key concepts: fully- or partly-lexical signs, character and observer space, depicting signs; Key processes: recognising, distinguishing, classifying, observing] ACLASFU067 Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships [Key concepts: clause types, sign order, conjunctions; Key processes: recognising, observing, analysing] ACLASFU068
reflect on and explain similarities and differences between Auslan and English language structures and features, using metalanguage AC9L1AU8U03	Refined	Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion [Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing] ACLASFU069
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 and values AC9L1AU8U04	Combined Refined	Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space [Key concepts: identity, relationship, Deafhood, place, space, responsibility, ownership, Deaf gain, story, guidance; Key processes: comparing, describing, exploring, discussing, investigating] ACLASFC064 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] ACLASFU072

	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] ACLASFU070
	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, vitality, evolution, endangerment; Key processes: investigating, exploring, describing, comparing, analysing, reflecting] ACLASFU071

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 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.	By the end of Year 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues. They summarise and justify points of view and use reflective language to respond to others' opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT. They initiate, sustain, support and extend discussion, using strategies such as paraphrasing, inviting opinions and elaborating responses, for example PRO2 CONFUSE PRO1 WIND-BACK. They select appropriate vocabulary and use supporting evidence when clarifying and justifying statements. They use respectful language to negotiate, problem-solve and to manage different perspectives when engaging in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER…. BECAUSE…. Students research, analyse and evaluate information from a range of sources and perspectives, and create sustained signed texts designed to entertain, inform, persuade or inspire different audiences. They use non-manual prosodic features to create emphasis or other effects. Students analyse different types of creative and performative texts, considering how specific techniques and modalities are used to different effect, for example, using repetition of handshapes and movement paths of signs to create rhyme, or the use of visual metaphors to convey meaning. They compare responses to texts that present particular values or points of view, for example, Deaf poetry. They create their own imaginative texts such as narratives or poems, combining and switching between types of language, for example, telling with lexical signs or showing with constructed action (CA) or depicting signs (DSs) and frames of spatial reference to indicate character or observer point of view. Students translate and interpret a range of signed texts, comparing their translations and explaining factors that may have influenced their interpretation. They identify the relationship that exists between language, culture and identity and explore how individual and community identity are conveyed through cultural expression and language use. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world. Students identify and describe metaphorical iconicity, for example, love, avoid/resist, and compare this with the use of metaphors in English. They

	distinguish character or observer frame of reference in a text; between main and subordinate clauses; and demonstrate how the inclusion of CA and DSs impacts on clause structure. They analyse different types of text, such as expository texts, identifying characteristic language elements and features. 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 into account issues such as language policies and language rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen Auslan use, 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 deaf people.

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 a range of contexts, responding to ideas, opinions and perspectives AC9L1AU10C01	Refined	Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues [Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing] ACLASFC073
contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9L1AU10C02	Refined	Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan [Key concepts: language learning, argument, ideas, reflection; Key processes: clarifying, interrogating, reflecting, comparing] ACLASFC075

	Removed	Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience [Key concepts: diversity, perspective, inclusion, advocacy; Key processes: managing, promoting, advocating, collaborating] ACLASFC074
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 AC9L1AU10C03	Combined Refined	Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts [Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising] ACLASFC076 Prepare and present researched information on a range of issues, considering the context in which the information will be received [Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating] ACLASFC077
	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] ACLASFU088
	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, recognition, documentation; Key processes: describing, researching, comparing, investigating, analysing, evaluating] ACLASFU089

interpret and translate signed, visual and written interactions to reflect cultural context, purpose and audience AC9L1AU10C04	Refined	Translate Auslan and English texts composed for different audiences and contexts and 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] ACLASFC080
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 AC9L1AU10C05	Refined	Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences [Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing] ACLASFC079
	Removed	Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences [Key concepts: meaning, mood, imagery, rhyme, metaphor; Key processes: analysing, interpreting, discussing, responding, reflecting] ACLASFC078
	Removed	Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts [Key concepts: expression, bilingualism; Key processes: recording, creating, captioning] ACLASFC081

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 response to a range of contexts, purposes and audiences AC9L1AU10U01	New	
apply knowledge of grammatical structures to predict meaning and compose a range of texts that contain complex structures and ideas AC9L1AU10U02	Combined Refined	Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure [Key concepts: auxiliary and main verbs, clause types, reference; Key processes: recognising, comparing, identifying] ACLASFU086 Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose [Key concepts: audience, choice, convention, cohesion; Key processes: analysing, identifying, discussing, applying] ACLASFU087
reflect on and evaluate Auslan texts, using metalanguage to analyse language structures and features AC9L1AU10U03	Refined Split	Understand the perceptual and articulatory reasons for the structure of signs, and analyse how iconicity can be used to create metaphors in Auslan [Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating] ACLLASFU084
	Removed Split	critically evaluate video annotation software as a means of transcribing and analysing Auslan [Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating] ACLLASFU084

	Removed	Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action [Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing] ACLASFU085
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), attitudes, beliefs and values and how these affect ways of communicating AC9L1AU10U04	Refined	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, relationship, transmission; Key processes: reflecting, exploring, analysing, comparing] ACLASFU090
	Removed	Identify ways in which deaf people relate to and are perceived by society as 'people of the eye', how they demonstrate connections with culturally rich places and associations, and how their sense of identity, roles and responsibilities change over time [Key concepts: identity, relationship, Deafhood, reciprocity, guidance, place, space, rights, responsibility, social action; Deaf gain; Key processes: discussing, comparing, investigating, reflecting] ACLASFC082
	Removed	Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting] ACLLASFC083

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 interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people's physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. They use entity depicting signs to discuss movement and location. They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON'T-LIKE DRAWING. They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. They identify specific points of information in signed texts, for example, colours, numbers, size or time. They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. They restrict signing to the standard signing space. They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider 'hearing' world. They consider how these different relationships contribute to their sense of identity. They

	identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that one of the most unifying features of the Deaf community is the use of Auslan.
	Students know that Auslan is a language in its own right, 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, fingerspelling, NMFs and non-conventional gestures. They identify and describe the handshapes, movements and locations of signs. They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non–body anchored, such as HAVE or GO-TO. They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. They know that signing involves telling, depicting or enacting. 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 recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

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 AC9L1AU8EC01	Combined Refined	Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences [Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions] ACLASFC091 Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community [Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention] ACLASFC093
engage in modelled signed and visual exchanges with peers to organise activities relating to daily life and school environment AC9L1AU8EC02	Refined	Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures [Key concepts: game, learning activity, instruction, role-play, task; Key processes: participating, following instructions, classifying, exchanging, transacting, collaborating] ACLASFC092
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	Combined Refined	Locate specific points of information from signed texts about familiar topics and use the information in new ways

AC9L1AU8EC03		[Key concepts: information, topics, directions; Key processes: identifying, responding, following directions] ACLASFC094
		Present factual information about familiar topics using signs that have been modelled
		[Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting] ACLASFC095
		Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs
		[Key concepts: story, imagination, Deaf art, gesture, mime; Key processes: viewing, drawing, responding, mimicking, shadowing] ACLASFC096
develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts AC9L1AU8EC04	Refined	Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning
		[Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising] ACLASFC098
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 AC9L1AU8EC05	Combined Refined	Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs
		[Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing] ACLASFC097
		Create different types of bilingual texts to support their classroom learning
		[Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning] ACLASFC099

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 AC9L1AU8EU01	Refined	Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent [Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding] ACLASFU102
develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts AC9L1AU8EU02	Combined Refined	Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships [Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing] ACLASFU103 Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure [Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding] ACLASFU104 Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts [Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying] ACLASFU105
	Removed	Recognise that there is variation in in how Auslan is used depending on context, environment and influences of other signed languages

		[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing] ACLASFU106
compare Auslan language structures and features with English, using familiar metalanguage AC9L1AU8EU03	New	

Version 9.0 Sub-strand: Understanding the interrelationship of language, culture and identity

| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

AC9L1AU8EU04 | Combined

Refined | Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people's visual ways of being and negotiating these networks

[Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging] ACLASFC100

Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression

[Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting] ACLASFC101

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, exploring, understanding, identifying] ACLASFU108 |
| | Removed | Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change |

		[Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing] ACLASFU107

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 use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. There's an oval there and next to it is a big building. It's there. They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required. They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them. Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. They create bilingual texts such as notices or digital displays and resources for the classroom. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world. Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun. They know that different languages

	and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They make comparisons between Auslan and signed languages in other countries. 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 and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9L1AU10EC01	Combined Refined	Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community [Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing] ACLASFC109 Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and deaf people [Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting] ACLASFC111
use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9L1AU10EC02	Refined	Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions [Key concepts: planning, role, responsibility, support, information exchange; Key processes: negotiating, encouraging, describing, expressing preference] ACLASFC1010

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 AC9L1AU10EC03	Combined Refined	Identify, paraphrase or compare information obtained from a variety of signed texts or from their own data collection and present the information in different forms [Key concepts: information, likes/dislikes, interests, preferences; Key processes: retelling, recording, organising, identifying, surveying, categorising] ACLASFC112 Convey factual information and opinions in signed texts [Key concepts: routine, event, hobby, procedure; Key processes: describing, reporting, explaining, presenting, instructing] ACLASFC113
	Removed	Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork [Key concepts: performance, character, personal response, creativity; Key processes: viewing, responding, participating, comparing] ACLASCU114
apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L1AU10EC04	Refined	Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning [Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining] ACLASFC116
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	Combined Refined	Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects [Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating,

AC9L1AU10EC05		presenting, re-enacting, reinterpreting, choreographing, performing] ACLASFC115
		Create bilingual texts such as notices, displays or newsletters for use in the wider school community
		[Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing] ACLASFC117

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 AC9L1AU10EU01	Combined Refined	Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs [Key concepts: transcription, iconicity; Key processes: identifying, noticing, understanding] ACLASFU120 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] ACLASFU121
select and use structures and features of Auslan grammar systems to enhance meaning and create signed, visual and multimodal texts AC9L1AU10EU02	Refined	Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop awareness of how signers use constructed action and depicting signs [Key concepts: topicalisation, negation, composite utterances; Key processes: recognising, distinguishing, understanding] ACLASFU122

	Removed	Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times [Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing] ACLASFU124
reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features AC9L1AU10EU03	Refined Split	analyse language features used by signers to create cohesion and achieve the purpose of the text [Key concepts: audience, purpose, convention, coherence; Key processes: noticing, identifying, analysing] ACLASFU123
	Removed Split	Explore the relationship between particular text types, audience, purpose and context [Key concepts: audience, purpose, convention, coherence; Key processes: noticing, identifying, analysing] ACLASFU123
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 AC9L1AU10EU04	New	
	Removed	Identify and analyse ways in which deaf people behave and relate within society as a distinct social group as 'people of the eye', demonstrate responsibility for connections between the Deaf community and the wider 'hearing' society, and for culturally rich and appropriate places and spaces [Key concepts: identity, relationship, Deafhood, advocacy, society, place, Deaf space, Deaf gain, responsibility, guidance; Key processes: identifying, discussing, comparing] ACLASFC118

	Removed	Reflect on the experience of learning and using Auslan in and out of school, and ways in which their understanding of intercultural communication has developed [Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting] ACLASFC119
	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 that of other languages [Key concepts: influence, transmission, language documentation, language vitality; Key processes: recognising, identifying, describing, exploring] ACLASFU125
	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: reflecting, exploring, understanding, identifying, considering] ACLASFU126