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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 |

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| 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 |  |

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| 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. 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 including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, 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), 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. |

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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 |
| exchange greetings and personal introductions and respond to classroom-related instructions and routinesAC9L1AU2C01 | CombinedRefined | 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] ACLASFC001Participate 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 |

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| 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 | CombinedRefined | 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] ACLASFC004Participate 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 interactionsAC9L1AU2C04 | 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 |
| with support, create signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing spaceAC9L1AU2C05 | CombinedRefined  | 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] ACLASFC009Present 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] ACLASFC005Express 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 |

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| 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 modelled combinations of signs and use Handshape, Orientation, Location, Movement (HOLM) and non-manual features (NMFs) to make meaningAC9L1AU2U01 | 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 | CombinedRefined | 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] ACLASFC013Recognise 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 |

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| 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 participate in activities that involve planning and transacting. They locate 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, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts appropriate to context.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 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 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. |

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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 | CombinedRefined | 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 ACLASFC019Adjusting 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 contextsAC9L1AU4C02 | 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 and respond to key information related to familiar content obtained from signed, visual and multimodal textsAC9L1AU4C03 | CombinedRefined | 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] ACLASFC022Conveying 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 AC9L1AU4C04 | New |  |
|  | 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 fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs), signing space, formulaic expressions and modelled textual conventionsAC9L1AU4C05 | 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 to form words and phrasesAC9L1AU4U01 | CombinedRefinedSplit | 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] ACLASFU030Observe 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 | CombinedRefinedSplit | 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] ACLASFU031Understand 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] ACLASFU032Understand 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 identityAC9L1AU4U04 | CombinedRefined | 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] ACLASFC028Explore 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 |

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| 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 experiences of their personal worlds. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. 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 signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. 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 |

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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 related to students’ experiences and opinions of their personal worlds and school environment  AC9L1AU6C01 | CombinedRefined | 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] ACLASFC037Contribute 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 resolveAC9L1AU6C02 | 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 AC9L1AU6C03 | CombinedRefined | 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] ACLASFC040Present 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 a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled language structures and features to sequence information and ideas, appropriate to text typeAC9L1AU6C05 | 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 |

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| 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 contextsAC9L1AU6U01 | RefinedSplit | 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 |
|  | RemovedSplit | 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 | CombinedRefined  | 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] ACLASFU049Understand 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] ACLASFU050Identify 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 | CombinedRefined | 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] ACLASFC046Reflect 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 |

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| 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 negotiate solutions 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 and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing, 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 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. |

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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 | CombinedRefined  | 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] ACLASFC055Use 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] ACLASFC057Exchange/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 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 signed, visual and multimodal, informative and imaginative texts, manipulating language to suit context, purpose and audienceAC9L1AU8C05 | 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, and respond to and create texts in familiar and unfamiliar contextsAC9L1AU8U01 | 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 |

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| apply understanding of grammatical structures and features to compose and respond to a range of texts AC9L1AU8U02 | CombinedRefined  | 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] ACLASFU067Understand 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 similarities and differences between Auslan and English language structures and features, using metalanguageAC9L1AU8U03 | 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), attitudes, beliefs and values, and how these impact on communicationAC9L1AU8U04 | CombinedRefined | 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] ACLASFC064Reflect 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 |

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|  | 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 |

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| 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. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures and language devices to enhance meaning and cohesion. Students apply features and conventions of Auslan and adjust signing to extend fluency. They demonstrate understanding of the conventions of texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Auslan texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Auslan, to evaluate how this learning influences their ideas and ways of communicating. | By the end of Year 10, students 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. |

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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, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives, adjusting their language in response to othersAC9L1AU10C01 | 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, debate issues and compare experiencesAC9L1AU10C02 | 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 audienceAC9L1AU10C03 | CombinedRefined  | 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] ACLASFC076Prepare 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 and texts to reflect cultural context, purpose and audienceAC9L1AU10C04 | 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 audiencesAC9L1AU10C05 | 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 |

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| 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 and features to predict meaning and compose a range of texts that contain complex structures and ideasAC9L1AU10U02 | 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] ACLASFU086Understand 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 | RefinedSplit | 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 |
|  | RemovedSplit  | 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 |